Idaho Standards Achievement Tests - Alternate (ISAT-Alt) Portfolio Manual

2013 - 2014

Division of Assessment

Idaho State Department of Education

August 2013

Mr. Tom Luna, Superintendent of Public Instruction

Idaho State Department of Education
Division of Assessment

Deputy Superintendent, Carissa Miller, Ph.D.

Alternate Assessment Coordinator, Toni Wheeler

The Idaho State Department of Education Assessment Division would like to thank our consultants:

Edward Roeber, Ph.D., Michigan State University
Rosemary Abell, M.Ed. Assessment Consultant

for their invaluable contributions and guidance as well as the following stakeholders for their participation in, and support of the ISAT-Alt revision process.

Sharon Hall U.S. Department of Education
Idaho Special Education Director, Jean Taylor
Idaho Special Education Director, Jacque Hyatt
Idaho Math Initiative Leadership & Math Coordinator, Cindy Johnstone
Idaho Reading Advisory Committee & Reading Coordinator, Jenny Fisk
Idaho Assistive Technology Project, Nora Jehn & Kathy Griffin
Dr. Mary Bostick, University of Idaho
Dr. Charity Rowland, Child Development & Rehabilitation Center
Oregon Health & Science University
Idaho SDOE Reading, Math and Science, Content Area Specialists
Idaho Special Educators administering the ISAT-Alt
Idaho Special Education Parent Advisory Committee
Idaho Administrators (Directors, Coordinators and Regional Consultants)
Idaho AA Science Revision Committee Members (2008-09)
Idaho Science Teachers Association Leadership
Idaho Council for Exceptional Children ISAT-Alt Workshop
Conference Attendees
Shannon Dunstan - Dunstan Associates
Idaho Rangefinding, Scoring & Standards Setting Workshop Attendees

Introduction

There are currently five documents that Idaho educators who are administering the ISAT-Alt will need to fully understand the alternate assessment system in Idaho and in order to conduct the assessments in a reliable and valid manner. These include:

- ***ISAT-Alt Eligibility/Participation Guidelines***
- ***Accommodations for Instruction and Assessments***
- ***ISAT-Alt Portfolio Manual*** *(Includes Assessment, Collection & Submission)*
- ***Assistive Technology Resource Guide***
- ***User's Guide to IPASS for Teachers***

All documents can be found on the Idaho Training Clearinghouse website at: http://idahotc.com under the Alternate Assessment Community-ISAT Alt tab.

Be sure to review each of these carefully to learn more about the ISAT-Alt, including how to administer it.

This *ISAT-Alt Manual* provides several resources that Idaho educators can use as they collect the evidence for the alternate assessment portfolios for students with severe disabilities. This *ISAT-Alt Manual* was developed to provide the necessary information for composing the portfolio and choosing the final submissions for all students with disabilities participating in the ISAT-Alt.

Please send any ideas, questions, comments and suggestions to:

Toni Wheeler
Special Education Statewide Assessment Coordinator
Idaho State Department of Education
tcwheeler@sde.idaho.gov

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Chapter One: ISAT Alt Guidelines and Procedures

Overview of the ISAT- Alt

The Idaho State Department of Education and the State Board of Education have designed a single statewide assessment system that applies to all Idaho public schools and all of the students therein. All Idaho students are required to participate fully in the assessment system. Various federal and state statutes and regulations exist that require all students to be assessed to ensure that all students receive an appropriate public education. The Individuals with Disabilities Education Act of 1997 (IDEA-97) first mandated that every student with a disability participate in statewide and local assessments with or without accommodations or on an alternate assessment. This requirement was reinforced in the No Child Left Behind Act of 2001 (NCLB) that requires statewide assessment of all students in grades 3-8 and at least one high school grade annually in: Reading, Language Usage, and Mathematics. The ISAT and ISAT-Alt assess grades 3-10 in Mathematics, Reading and Language Usage. Beginning in 2007-2008, this requirement was extended to include Science in one elementary, one middle school, and one high school grade. Idaho selected grades 5, 7, and 10 for the assessment of Science.

All students with disabilities must be assessed on one of two assessments available in Idaho: the Idaho Standards Achievement Tests (ISAT) or the ISAT Alternate (ISAT-Alt). Both the ISAT and the ISAT-Alt are used for NCLB accountability purposes, including the determination of AMO, AAGs, and 5 Star Rating. The ISAT is based on the state's grade-level content standards and reported on grade-level achievement standards. All students are eligible to participate in the ISAT. NCLB requires states to develop and administer alternate assessments based on grade-level content standards, reported on alternate achievement standards (AA-AAS).

The ISAT-Alt is designed to assess students with the most significant cognitive disabilities who meet very specific guidelines. Due to the nature of their disabilities, students who meet these guidelines are most likely to be unable to fully participate in the ISAT, even with accommodations. Access to the grade level content standards is provided through the extended content standards and objectives, as shown in the chapter on a*ssessment in this manual.* The *ISAT-Alt assessment* promotes access to the general education curriculum and to the least restrictive classroom environment for these students. The ISAT-Alt is aligned to extended content standards and objectives that are in turn aligned to the Idaho Content Standards. This set of extended content standards and objectives differs from those contained in the Idaho Content Standards in complexity and scope.

The Individualized Education Program (IEP) team determines how the student participates in the Idaho state assessments by using the Alternate Assessment Eligibility/Participation Guidelines provided by the Idaho State Department of Education. The IEP team decides, for each content area, whether the student takes the ISAT without accommodations, the ISAT with accommodations or the ISAT-Alt. Students may take a combination of any or all of the three forms in these content areas. These guidelines are also used to establish eligibility for the Idaho Reading Indicator (IRI) Alt.

The ISAT-Alt assessments of Reading, Language Usage, Mathematics and Science are not tests given once each year. The ISAT-Alt is a portfolio assessment for which evidence is collected in each of the four content areas to demonstrate student learning of the state extended content standards. The school IEP team works together to ensure that each student has the opportunity to learn the extended content objectives that are contained in the Idaho Extended Content Standards.

As the student works to demonstrate mastery of each selected objective, the team places evidence of the student's performance on the objective in the student's portfolio. The team will do this for the predetermined Idaho Extended Content Standards. This portfolio of the student's learning and accomplishments will then be submitted electronically via the online electronic portfolio system called Individual Artifact Submission System (I-PASS) to the Idaho State Department of Education. The electronic portfolio is scored online by educators trained by the Idaho State Department of Education. Scores on the ISAT-Alt assessment will be

recorded and reported to the student, parents, school, district and state in the fall to provide a summary of the student's learning during the window of instruction. The next teacher of record during the following school year is responsible to send the final score report to parents/guardians when they are made available, as well as review the results at the next parent/teacher conference or annual IEP team meeting. The scores will also be aggregated into the state's accountability system to inform Adequate Yearly Progress (AYP) and 5 Star Rating determinations.

ISAT-Alt Schedule of Activities

The Idaho State Department of Education has established the following schedule for the ISAT Alt:

Aug/Sept	Release Revised Forms and Manual New Teachers will want to view Archived Webinar: *Assessment and Statewide Testing at:* http://idahotc.com/alternate-assessment/Trainings.aspx Begin collecting baselines for all students
Oct 15	Alt Assessment Window Opens
Dec 1	I-PASS Online Electronic Submission Begins
Feb 28 @ midnight	SUBMISSION DEADLINE
March	Scoring Training
March/Apr	Scoring
May	Data Files Processed and Integrated
May/early June	Preliminary Results uploaded to SDE site
June/July	5 Star Rating Appeals Window
Aug	Student Certificates available

Alternate Assessment Eligibility/Participation Guidelines

All Idaho public school students enrolled in grades 3-10 for Reading, Language Usage, and Mathematics and in grades 5, 7, and 10 for Science must participate either in the ISAT, the ISAT with accommodations, or the ISAT-Alt for the state to meet federal and state requirements. Students with disabilities, as defined under Section 602(3) of IDEA 2004 and State Board policy, are required to participate in all statewide achievement tests in Idaho.

All public school students are eligible to participate in the ISAT. **ONLY students who meet ALL of criteria listed on the Alternate Assessment Eligibility/Participation Guidelines Form are eligible to participate in the ISAT-Alt or the IRI-Alt.** Many of these students will have severe cognitive disabilities. Although there is no limit to the number of students who can participate in the ISAT-Alt, in order to ensure appropriate access to the general curriculum and the least restrictive environment, NCLB caps the percentage of students who can be reported with proficient scores from ISAT-Alt at 1% both at the district and statewide levels. A statement of eligibility/participation in ISAT-Alt must be included in the IEP, and updated annually.

In order to determine if a student is eligible for participation in the ISAT-Alt IEP teams should refer to the process outlined in the form found in Appendix A as well as downloaded from the Idaho Training Clearinghouse Alternate Assessment Community website. It is a protocol tool for use by IEP teams to determine eligibility and can be saved in the IEP file at the school/district level. Eligibility may be recorded directly on the IEP itself or this form may be included at the discretion of the IEP team but is not required for submission.

The IEP team must determine which type of participation is appropriate. For example, based upon the degree to which a student is included in the general education curriculum, an IEP team may decide that it is appropriate for the student to participate in the ISAT for Mathematics and Science, but that it is more appropriate for the student to participate in the ISAT-Alt for Reading and Language Usage and the IRI-Alt.

Grade Level Determinations for Participation

Participation in the ISAT-Alt occurs at grades 3-10 for Reading, Language Usage, and Mathematics and at grades 5, 7, and10 for Science. However, students who are eligible to participate in the ISAT-Alt may be in an ungraded program. To determine the grade level for testing of a student in an ungraded program, the following procedure should be used:

> Grade for testing equals the number of years the student has been in school after kindergarten (including the current year) adjusted by subtracting the number of times he/she was retained and/or adding the number of times he/she was accelerated:
>
> Grade for testing = Number of years in school (after K including current year) – years retained + years accelerated

Students transferring from nonpublic schools, including home school students with ungraded programs must work with the local school district to determine the grade level for individual students.

Participation of Students Who Transfer Within State

Eligible students who enter or transfer between Idaho schools during the test window must participate in the ISAT-Alt, and portfolios must be submitted for the student. If a student transfers out of a school into another Idaho public or special placement school before the testing window ends, the sending special educator must transfer the physical student portfolio in its then-current state of completion to the receiving school within ten (10) school days of the withdrawal of the student from the school. The receiving school must collect and verify this authorization prior to initiating the transfer of records according to district policy. It is expected that the physical portfolio will contain artifacts of student learning that are appropriately labeled and any other pertinent test documents that provide evidence of instruction that has occurred up to that point in the year. Contact the SDE when the transfer process is complete and our SDE Support personnel will transfer the student and any previously uploaded artifacts to the receiving teacher's IPASS account. The receiving school will then continue instruction and complete the assessment and portfolio development process and complete the submission into I-PASS as necessary. The failure to properly transfer student evidence that has been collected throughout the year may result in a student receiving "emerging" or "partially proficient" score or a nonparticipation status for that student. This may adversely affect the AYP score for the individual school as well as the district. Sending schools that do not forward portfolio information to a receiving school on a timely basis will be flagged by the state for investigation of a testing irregularity.

Occasionally, schools are unable to determine the specific school or school district to which the student is transferring, or the student may be relocating to another state. In those cases, maintain physical as well as the I-PASS versions of the portfolio until the end of the school year. If a record of the new school is subsequently obtained, send the portfolio at that time. If no record is available by the first day of the following school year, the portfolio will be disposed of.

Participation of Newly Eligible and Out of State Transfers

Newly eligible students, or student who are new to Idaho and enroll **more than four (4) school weeks** prior to the ISAT-Alt submission deadline, will participate in the ISAT-Alt. All IEP team members should make a concerted effort to find evidence that may already exist from the previous school. Because the ISAT-Alt is a portfolio assessment at least four weeks is needed to provide the opportunity for transferring students to participate. These students will be counted in the participation rate for AYP, but inclusion in AYP proficiency calculations will be determined based upon the continuous enrollment rule.

Participation of Students Receiving Home and Hospital Instruction

Students who meet the ISAT-Alt participation guidelines and who are public school students receiving special education services and instruction in a home and/or hospital setting must also participate in the ISAT-Alt. Teachers providing home and hospital instruction must be trained in the administration of the ISAT-Alt. Home and hospital teachers are expected to instruct and assess students on the Idaho Extended Content Standards.

Occasionally, health issues of students on home and hospital instruction may warrant excusing them from participation in the ISAT-Alt. The process to be followed to excuse a student for health reasons is listed in the section below.

Excusing Students from Participation - Medical Excuse ONLY

Students may be exempted from the ISAT-Alt only when they cannot take part in the assessment during the **entire** testing window because of a **significant medically excused condition**. A significant medically excused condition is a significant health impairment that prevents **participating in ANY academic activities, including state assessments, for the entire testing window.** Examples could include hospitalization for an extended period of time or a life threatening condition or serious accident. Determination of the "significant medically excused condition" must be documented by a medical doctor and the documentation must be kept in the student's IEP file. Medical Excusal should be marked in the DRC upload for testing. If this is not done, schools will have to submit individual appeals during the AYP/ 5 Star Rating Appeals windows. **Documentation by a medical doctor** must be provided and kept in the IEP file.

*For any student who is excused from participation, NO evidence should be submitted, including portfolios, forms, or other testing materials

Students who are excused will not receive a score, and will therefore not be included in participation and proficiency calculations AMO, AAG or 5 Star Rating for their school, school district, or state.

Participation of Students from Other States Attending Special Placement Schools in Idaho

Students from other states attending special placement schools in Idaho **SHOULD NOT** participate in the ISAT-Alt. These students must take the appropriate assessment for the state from which their public education funding comes.

Content for ISAT-Alt Reading, Language Usage, Mathematics and Science

Content Standards – The Foundation of Assessment

The ISAT-Alt portfolios are based on selected objectives from the Idaho Extended Content Standards in the areas of Reading, Language Usage, Mathematics and Science. The portfolio methodology is designed to sample a subset of the Idaho Extended Content Standards from which stakeholders can draw reasonable inferences about a student's overall learning. The Idaho Content Standards are structured in a hierarchical format: A) standard, B) goal, and C) objectives. Thus, by sampling various objectives within the standards and goals, one can make reasoned inferences about students' learning of the Idaho Extended Content Standards.

Link to the General Education Curriculum

The Idaho Extended Content Standards are grade-level specific and are designed to have a clear link to the general education curriculum Students with significant cognitive disabilities may be instructed within a course of study that links academic instruction and learning to grade-level content through these extended standards. Because the nature of the student's disability may inhibit him/her from making progress towards full attainment of the grade level content standards, the grade-level content is reduced in complexity or modified through the extended content standards based on grade-level academic skills. While the academic content (i.e., the content standards) remains more or less the same, the standard for achievement of that content (i.e., the achievement standards, or "how good is good enough") reflects a different expectation for what it means to attain proficiency of the concept. Therefore, the ISAT-Alt is linked to grade-level content, but it draws upon a different, alternate approach for what it means to have achieved proficiency of the content. This combination of extended grade-level content standards and alternate achievement standards promotes access to the general education curriculum while contextualizing learning to the needs and capabilities of the student.

For each subject area, at least one extended content objective was selected from each standard. This will assure adequate coverage of the content area for assessment purposes. For each selected extended content objective, different levels of complexity were defined to guide teachers as they instruct and assess students. For Mathematics and Science, Reading and Language Usage, four levels of complexity have been defined.

Administration of the ISAT Alt

Who Administers the ISAT-Alt?

There are many individuals who may be appropriate test administrators of the ISAT-Alt. The test administrator should be the person(s) who are providing the student with the instruction that is pertinent to the content areas and objectives assessed within the ISAT-Alt. It is appropriate for any professionally-certified staff member or supervised paraprofessional who works directly with the student to collect and document evidence of achievement. For example, achievement evidence for the ISAT-Alt portfolios might be collected by a:

- General education teacher in whose class the student has been included,
- Special education teacher who is teaching the content
- Speech and language pathologist who is working on language by using content as a mechanism.
- Paraprofessional who is working under the supervision of a certified teacher collecting artifacts and recording data on the learning of a student.

It is important that only one person is ultimately responsible for the collection of the evidence and the submission of the portfolio evidence into I-PASS to ensure that nothing is overlooked. The teacher of record is responsible for submission of the portfolio as well as assuring that security measures are followed, but everyone administering any part of the assessment is responsible for attending training, reading the provided materials and for following the SDE procedures for collection, assessment and submission including all security measures. It is the teacher of record's responsibility to assure that all parties are informed and follow the handbook directions.

Training

New materials have been published and posted on both the Idaho Training Clearinghouse (ITC) as well as the Idaho State Department of Education Assessment Division websites. The training corresponding to these newly revised materials can be found in archived form on the ITC. It is the expectation of the Idaho State Department of Education Assessment Division and the Idaho State Board of Education that all district and school employees (e.g., district special education directors, district testing coordinators, consulting teachers, special education teachers, paraprofessionals and general education teachers who instruct participating

students, etc.), who are involved with the administration of the ISAT-Alt, are aware of all applicable guidance and procedures concerning the assessment and its administration.

This is a list of all online resources for information and training regarding the ISAT-Alt as well as other alternate assessments.

- **Idaho Training Clearinghouse Idaho Alternate Assessment Community website**:

  http://idahotc.com
  Use this site to access the ISAT-Alt learning community where all current announcements, downloadable handbooks and forms, FAQs, training webinars, and the Extended Content Standards and Objectives can be located

- **Idaho State Department of Education Assessment Division website**:

  http://www.sde.idaho.gov/site/assessment/
  Use this site to find materials, forms and other information on assessment in general, the ISAT as well as the ISAT-Alt.

It is the responsibility of the district Special Education Director and the District Test Coordinator to work collaboratively to ensure that all pertinent district and school personnel are informed regarding all ISAT-Alt trainings, procedures, and policies. It is also the responsibility of the Testing Coordinator and Special Education Director as well as the designated district level Information Technology (IT) personnel, to update the Idaho State Department of Education IT regarding any changes in certified staffing and changes in student attendance so that email lists of teachers of record of ISAT-Alt students can be kept up-to-date.

Code of Ethics and Security of Assessment Materials

The materials used to construct the ISAT-Alt electronic portfolios (folder, tabs, forms, etc.) are not secure until they contain student-specific information and student work. However, once the portfolios contain student identifying information, student testing materials, and student work, the portfolios become secure documents and must be treated with the same care as other secure testing materials keeping them in a locked file cabinet.

The electronic portfolio system (I-PASS) that Idaho uses to collect student work (data sheets, samples of student work, photos, and videos) provides a secure site to save portfolio entries. All FERPA regulations will apply to it (and access to the information stored in it), providing the highest level of security. * Note – DO NOT SHARE OR GIVE OUT YOUR PASSWORD. Only the ISAT-Alt teacher of record may access the online system I-PASS. Teachers are not to share the password with others and are to keep the password in a secure location. When the teacher logs in a security agreement is provided and logging in is affirmation that all security measures are understood and followed by the user. At no time should the classroom teacher share a password with the paraprofessional, access must be given via this secure procedure further outlined in the Quick Guide to I-PASS.

VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE IDAHO STATE BOARD OF EDUCATION AND/OR THE IDAHO STATE SUPERINTENDENT OF PUBLIC INSTRUCTION IN ACCORDANCE WITH ALL APPLICABLE STATE AND FEDERAL LAWS AND IDAHO STATE BOARD OF EDUCATION REGULATIONS.

It is assumed that teachers and any others who handle test materials or who access I-PASS are aware of the consequences of test security violations and accept this responsibility through the training and materials provided via the Testing Coordinator Guide.

Artifacts

Teachers will submit two separate artifacts to serve as evidence towards proficiency level on the ISAT Alt. Artifacts can be work samples, projects, presentations and/or demonstration which provide evidence of the student's proficiency level towards each objective. Teachers are required to submit artifacts per content objective in order to submit a completed content portfolio. Below outlines the total number of artifacts per content the teacher will need to submit:

- Mathematics Grades 3-10 – Five Assessed Objectives – (10 artifacts)
- Reading Grades 3-10 – Five Assessed Objectives – (10 artifacts)
- Language Usage Grades 3–10 – Three Assessed Objectives – (6 artifacts)
- Science – Grades 5, 7 & 10 – Five Assessed Objectives - (10 artifacts)

A student participating in the ISAT Alt for all content areas will have 26-36 total artifacts collected and submitted to demonstrate their proficiency in the content areas.

A separate portfolio of artifacts will be submitted for **each** content area for each student participating in ISAT-Alt in that content area for submission into the online site called I-PASS (Individual Portfolio Artifact Submission System). Teachers collect portfolio artifacts at the classroom level. The data collected by teachers includes the following and, until the online submission system is available, may be collected in paper or saved digitally on the teacher's or school's computer.

Instruction and assessment are not the same and should not occur on the same day. Dates are required and submitted into I-PASS for verification purposes.

Do not write the student name, teacher, school, district, or any other identifying information on the entries themselves, as they will be judged unscoreable. Entries must be scored w/o identifying data by independent scorers according to federal peer review guidelines. Write all identifying information on the BACK of each piece of student work. Students who write their own names on their papers should write them on the BACK or the educator may white out the names or place a white label over them.

Types of Artifacts Acceptable as Evidence

The types of artifacts that can be submitted as evidence include:

Student Class Work Evidence

- Do not write identifying information on the artifact
- Do provide an accuracy and independence score
- Student Class Work Examples may include but are not limited to;
    - Worksheet
    - Report
    - Graphic Organizer
    - Computer printout
    - Screen shots of student work completed on the computer
    - Writing sample
    - Scanned Poster or Project
    - Graphs/Charts/Diagrams

Digital Video Clips

- Must be 3 minutes or less
- Must be of the individual student carrying out the task

Digital Photographs

- Must be 1 page containing sequence of at least 3 photographs documenting the steps in the task
- Provide a short narrative of what is going on in the photograph

- Provide an accuracy and independence score

Scoring of the Artifacts

Each artifact is scored by the teacher upon upload in to the system and then by 2-3 independent raters on complexity, independence and accuracy.

Complexity

Each objective contains the Extended Content Object (ECO) with 4 levels of task suggestions for complexity. The levels of complexity serve as guidelines for the knowledge measured in the ECO. Teachers should choose the task complexity which best matches the student's independent level. Below is a sample from Chapter 2 of this manual:

Reading ISAT Alt Extended Content Objective #1 Grade 3				
Extended Content Objectives	**Complexity Level 4**	**Complexity Level 3**	**Complexity Level 2**	**Complexity Level 1**
3. LA.1.4.1 A Identify word patterns and/or word families.	The student sounds out a CVC word.	The student sounds out or indicates the beginning or ending consonant sound of a CVC word.	Given the sounds of five consonants, the student selects the consonant, or the student sounds out five consonants.	Given two 2 or 3 dimensional symbols/objects representing a letter of the alphabet, a consonant and a punctuation mark, the student selects the letter of the alphabet.

Independence

Each artifact is also scored on the student's independence on accomplishing the task/skill. Teachers should aim for this highest independence level as student is able to perform at. Following are the criteria for determining the student's Independence Level.

	4	**3**	**2**	**1**
Levels of Independence	Student requires **minimal** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **75-100% Independence**	Student requires **some** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **50-74% Independence**	Student requires **frequent** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **25-49% Independence**	Student requires **extensive** verbal, visual, and/or physical assistance to demonstrate skills and concepts. **0-24% Independence**

Accuracy

Finally each artifact is also is also scored on student's accuracy of performing the task/skill. Teachers should choose tasks which in which the student independently performs with the highest accuracy.

	4	3	2	1
Levels of Accuracy	Student performance of skills based on the ISAT-Alt indicators demonstrates **high level of understanding** of concepts. **75-100% Accuracy**	Student performance of skills based on the ISAT-Alt indicators demonstrates **some understanding** of concepts. **50-74% Accuracy**	Student performance of skills based on the ISAT-Alt indicators demonstrates **limited understanding** of concepts. **25-49% Accuracy**	Student performance of skills based on the ISAT-Alt indicators demonstrates **minimal understanding** of concepts. **0-24% Accuracy**

The goal for the teachers should be to **select the highest level of complexity** for the student that the student can complete as accurately as possible with the **minimum level of support needed**. This is a balancing act and may require some "mid-course" adjustments as students begin to demonstrate their levels of performance. The goal for teachers should be to assist students to reach the highest level of each of the three dimensions at the same time.

The three dimensional scores assigned to an artifact are multiplied together to obtain a total score for that artifact. The artifact in which two scorers agree upon, or the highest score of two adjacent scores, will be the artifact and score total used to calculate the total content area score. The final score for each objective are added together to get the Total Content Score used to determine the proficiency level of that student for a particular content area.

Proficiency Levels

	Advanced	Proficient	Partially Proficient	Emerging
Language Usage	127-192	67-126	32-66	0-31
Mathematics	290-320	172-289	87-171	0-86
Reading	257-320	148-256	63-147	0-62
Science	289-320	169-288	77-168	0-76

ISAT Alt Proficiency Correlations

Below are the correlation of ISAT Alt proficiency levels to ISAT proficiency levels used for determining AYP and 5 Star Rating.

Advanced=Advanced
Proficient=Proficient
Partially Proficient=Basic
Emerging=Below Basic

Portfolio Requirements for Final Submission

1. Baseline Data

   Teachers will need to collect new baseline data for each objective in the fall of the current testing year. This information will be entered into the IPASS system prior to final submission. Documentation of baseline date will not be uploaded into the system, only the baseline scores.

2. Artifacts Submitted into I-PASS - Two Artifacts per Objective
   - Two artifacts per objective must be collected on two separate dates
   - Do not write or include identifying student/teacher information with the artifact

3. Teacher Score for each Artifact

   Teachers will be prompted to provide complexity, independence and accuracy scores for each artifact submitted into the IPASS system.

Items NOT Scoreable or Acceptable as Artifacts for Submission:

- Artifacts that have any visible identifying information such as student first and last name, school, or school district
- Checklists or date sheets (except for sight words)
- Single photograph of the student performing the work on the objective without evidence of student work or description of the task
- Narrative descriptions of the student demonstrating the objective without actual evidence of student work
- Any entry that does not contain all of the required components and data
- An empty portfolio
- A portfolio submitted with a statement that the student, due to the nature of his/her disability, is unable to learn anything and/or show any evidence of learning
- Blank sheets of paper scanned, saved or faxed into the system to fill the objective level folder.
- Artifacts placed into the wrong objective folder

Accommodations

Determining Allowable Accommodations

It is expected that during the administration of the ISAT-Alt, students will receive the prompts, supports, and accommodations specified by the IEP team and typically used during instruction and other assessments as listed on the IEP form for accommodations. It is a legal requirement under IDEA and NCLB that students receive all the agreed upon assessments, prompts, supports, and accommodations specified by the IEP team as documented in the IEP. The state has developed the Accommodations for Instruction and Assessment which should be utilized by IEP teams to provide a framework and protocol for the decision process to document the accommodations designated for each assessment. This excel provides for an easy to use way to designate the accommodations for each assessment as it identifies all allowable accommodations which vary depending upon the specific assessment. These allowable accommodations do not invalidate the assessment results. This accommodations form does not need to be submitted along with the ISAT-Alt portfolio materials. The document is available for download at:

http://idahotc.com/

*Allowable Accommodations are NOT equivalent across all assessments. For instance extended time is permitted on the ISAT and ISAT-Alt but not on the NAEP assessment. This assures that students receive all allowable accommodations during instruction as well as on all state and federal assessments. It is recommended that the guidelines be used on an annual basis during the IEP team meeting. These specific

accommodations can then be documented on the IEP itself or printed out to be included as part of the in IEP if they are too extensive to be listed.

Assistive Technology

According to IDEA regulations, all accommodations necessary to facilitate participation in state mandated assessment must be provided and assistive technology considered during the annual IEP meeting. It is recommended and expected that IEP teams for all students taking the ISAT-Alt, especially those with severe receptive or expressive language disabilities; physical, auditory as well as visual disabilities, should determine the student's need for assistive technology through the consideration of assistive technology. The Idaho Assistive Technology Project offers information, training and consultation for teachers and districts.

University of Idaho Center on Disabilities and Human Development
121 W. Sweet Ave.
Moscow, ID 83843
208-885-6112
800-432-8324

More information, webinars and training materials in the area of assistive technology can be found on the Idaho Training Clearinghouse Idaho Assistive Technology Project Learning community at;

http://idahotc.com/assistive-technology/Home.aspx

Idaho Portfolio Artifact Submission System (I-PASS)

Idaho's Portfolio Artifact Submission System (IPASS) is Idaho's online alternate assessment eportfolio system where the required student artifacts are submitted. It is a password-secured, online site accessed through the ISDE website through a single sign in. The SDE adheres to the most stringent FERPA security protocols in building I-PASS, Each teacher administering the ISAT-Alt in Idaho has access to a classroom electronic portfolio system customized and prepopulated with demographic data for each student designated by the IEP team as eligible to take any or all of the ISAT-Alt content areas.

District Test Coordinators

The District Test Coordinator is the central point of contact for the Idaho State Department of Education Assessment Division concerning all issues of statewide testing. Therefore, the State will provide further information on the collection of ISAT-Alt evidence via the assessment newsletters and updates via e-mails to the teachers of record provided by the District Test Coordinators during the SEF upload in October. If teachers of record for ISAT-Alt change, the District Test Coordinator and or IT personnel should be notified and they in turn should notify the State Department of Education IT division so that changes and updates in personnel and student population are reflected in the ISAT-Alt student folders available to the teacher. District Testing Coordinators should become familiar with the protocol, forms, manuals and attend achieved webinars to assure understanding of the Idaho Alternate Assessment system including the ISAT-Alt, I-PASS and IRI-Alt assessments.

District Test Coordinators are responsible for assigning teachers and students within the IPASS system. The IPASS system will be available to test coordinators no late than mid-November.

The document *IPASS How to Assign Teachers & Student* is available for test coordinators: http://idahotc.com

District Admin Tool User

The following table will provide a guideline for whom should be assigned what roles in order for a smoother IPASS experience:

Person	Role	District or School Level Permission
ISAT Alt Teachers	IPASS Teacher	School
ISAT Alt Test Coordinator	IPASS Test Coordinator	District
ISAT Alt Test Coordinator	IPASS Report Viewer	District
Building Principals	IPASS Report Viewer	School
District SPED Directors	IPASS Test Coordinator	District
District SPED Directors	IPASS Report Viewer	District

- District level assignment allows that person to see all school information
- School level assignment allows that person to see only school information

Support Contact

For ISAT-Alt administration, collection of evidence for ISAT-Alt as well as user information for I-PASS, please contact:

Toni Wheeler Alternate Assessment Coordinator
Idaho State Department of Education
Email: tcwheeler@sde.idaho.gov
Toll Free: (800) 432-4601 (x6957)
Local: (208) 332-6957
Fax: (208) 334-2228

Chapter Two: ISAT-Alt Assessment

Idaho Extended Content Objectives (ECO's)Required for the ISAT-Alt Assessment Tasks

The remaining pages contain the Idaho Extended Content Objective requires for the ISAT Alt. The objectives are broken into the following grade bands:

Mathematics
- 3-5
- 6-10

Reading
- 3-5
- 6-8
- 9/10

Language Usage
- 3-5
- 6-10

Science
- 5,7, and 10

Reading the ECOs

Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
6.LA.1.7.1 A Read simplified, grade 6 appropriate text.	The student reads grade six appropriate text of one to two paragraphs with a total of six to eight simple sentences.	The student reads or identifies 61 or more high frequency words.	The student reads or identifies 21-60 high frequency words.	The student reads or to identifies 1-20 high frequency words.
7.LA.1.7.1 A Read simplified, grade 7 appropriate text.	The student reads grade seven appropriate text of one to two paragraphs with a total of eight to ten simple sentences.	The student reads or identifies 71 or more high frequency words.	The student reads or identifies 26- 70 high frequency words.	The student reads or identifies 1-25 high frequency words.

Extended Content Objectives
6.LA.1.7.1 A Read simplified, grade 6 appropriate text.
7.LA.1.7.1 A Read simplified, grade 7 appropriate text.

The Extended Content Objectives column defines the objective being measured for each grade in the grade band.

Ex.
6. LA.1.7.1 A= 6th grade Language Arts connected to Extended Content Standard 1.7.1 Alternate

7. LA.1.7.1 A = 7th grade Language Arts connected to Extended Content Standard 1.7.1 Alternate

Grade level tasks are indicated by the first number in the ECO code (highlighted in the above examples)

More Complex ←----------→ Less Complex

Complexity Level 4	**Complexity Level 3**	**Complexity Level 2**	**Complexity Level 1**
The student reads grade six appropriate text of one to two paragraphs with a total of six to eight simple sentences.	The student reads or identifies 61 or more high frequency words.	The student reads or identifies 21-60 high frequency words.	The student reads or to identifies 1-20 high frequency words.

For each grade level ECO there are 4 examples of complexity level tasks ranging from More Complex (level 4) to Least Complex (level 1). While many teachers choose to use the complexity level examples as the task when assessing students, teachers are not required to administer or replicate the examples given. As long as the task administered is linked to the ECO, scorers will try to place the complexity of that task appropriately using the Complexity Level examples as a guideline.

Mathematics - Grades 3, 4 & 5

1. Begin by choosing the grade level of the student found on the left side of the rubric.

2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.

3. Collect baseline data at the classroom level.

4. Teach the concept.

5. Collect two artifacts per task.

6. Submit into I-PASS by February 28th at midnight.

Mathematics ISAT-Alt
Extended Content Objective #1
Grades 3, 4 & 5

Content Area: Mathematics (Number and Operations)

Goal 1.2: Perform computation accurately.

Objectives 1.2.1, 1.2.5: Grade 3
1.2.2: Grade 4
1.2.6: Grades 4, 5

Critical Function: addition, subtraction, manipulatives, calculator, fact family

Note; **Suggested Elementary Age Appropriate Manipulatives** - used to complete these tasks by color and number - (e.g. Small colored cubes, Unifix cubes, geometric shapes, beans, beads, tiles, plastic counters, school/office supplies such as paper clips, erasers etc.)

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology" all items should be administered using whatever assistive technology and or augmentative communication device or technique is deemed necessary to enable the student to participate. AT may include but is not limited to writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Mathematics ISAT-Alt Extended Content Objective #1
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 1	**<u>3 M 1.2.1 A</u>** **Use objects, pictures, or symbolic systems to solve addition or subtraction.** **<u>3 M 1.2.5 A</u>** **Use concrete objects, symbolic systems and/or calculator to solve addition and subtraction problems.**	The student solves addition and/or subtraction problems in fact families up to 10.	Using a visual representation, the student adds to and/or takes away from manipulatives, up to five. (e.g. The teacher puts out three milk cartons and two more and asks,"How many are there all together?")	The student adds/or and takes away up to three using manipulatives (e.g. adds one marble to two marbles into three compartments of an egg carton) with or without a calculator.	Using manipulatives and an array (egg carton) student demonstrates counting on using, 1:1 correspondence to at least three.
Grade 4: Mathematics Obj. 1	**<u>4 M 1.2.2 A</u>** **Add and subtract whole numbers, with or without the use of manipulatives.** **<u>4 M 1.2.6 A</u>** **Choose concrete objects or symbolic systems to solve addition and subtraction problems.**	The student solves addition and/or subtraction problems in fact families up to 15.	Using a visual representation, the student adds to and/or takes away from manipulatives, up to ten. (e.g. The teacher presents three milk cartons and two more and asks, "How many are there all together?")	The student adds and/or takes away up to five using manipulatives (e.g. two marbles to three marbles into five compartments of an egg carton) with or without a calculator.	Using manipulatives and an array (egg carton) student demonstrates counting on using, 1:1 correspondence to at least five.
Grade 5: Mathematics Obj. 1	**<u>5 M 1.2.6 A</u>** **Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.**	The student solves addition and/or subtraction problems in fact families up to 20.	Using a visual representation, the student adds to and/or takes away from manipulatives, up to fifteen (e.g. The teacher presents three milk cartons and two more and asks, "How many are there all together?")	The student adds/or and takes away up to ten using manipulatives (e.g. two marbles added to three marbles into five compartments of an egg carton) with or without a calculator.	Using manipulatives and an array (egg carton) student demonstrates counting on using, 1:1 correspondence to at least eight.

Mathematics ISAT-Alt Extended Content Objective #2
Grades 3, 4 & 5

Content Area: Mathematics (Measurement)

Goal 2.1: Understand and use U.S. customary and metric measurements**.**

Objective 2.1.1 A: Grades 3-5

Critical Function: standard tool, non-standard tool, measurement, data, scale, clock, thermometer, measuring cup, measuring spoon, unit

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology," all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to: writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

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Mathematics ISAT-Alt Extended Content Objective #2
Grades 3, 4 & 5

More Complex ----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 2	**3.M.2.1.1 A Use appropriate tools or non-standard units to measure length or temperature.**	The student uses an appropriate standard or non-standard tool to make a measurement and record the data. (e.g. to the nearest whole unit)	Given two or more measurement tools the student picks the appropriate tools for two activities. (e.g. clock, thermometer)	Given two measurement tools, the student matches one tool to its corresponding activity. (e.g. clock, thermometer)	Given two sets of two different tools, pictures or photographs of tools to measure length and temperature, the student sorts them. (e.g. clock, thermometer)
Grade 4: Mathematics Obj. 2	**4. M.2.1.1 A Identify the standard tools to make formal measurements of length, time, temperature, and weight.**	The student uses an appropriate tool to make a measurement and record the data. (e.g. to the nearest whole unit)	Given more than three measurement tools the student picks the appropriate tool for three activities. (e.g. scale, clock, thermometer)	Given three different measurement tools, the student matches two tools to their corresponding activities. (e.g. scale, clock, thermometer)	Given two sets of three different tools, pictures or photographs of tools to measure length, temperature, time or weight the student sorts them. (e.g. scale, clock, thermometer)
Grade 5: Mathematics Obj. 2	**5.M.2.1.1 A Select the appropriate units and tools to make formal measurements of length, time, temperature, volume and weight.**	The student uses an appropriate tool to make a measurement and record the data. (e.g. to the nearest whole unit)	Given more than four measurement tools, the student picks the appropriate tool for the activity. (e.g. scale, clock, thermometer, measuring cup or spoons)	Given four different measurement tools, the student matches three tools to their corresponding activities. (e.g. scale, clock, thermometer, measuring cup or spoons)	Given two sets of four different tools, pictures or photographs of tools to measure length, temperature, time, weight, the student sorts them. (e.g. scale, clock, thermometer, measuring cup or spoons)

Mathematics ISAT-Alt Extended Content Objective #3
Grades 3, 4 & 5

Content Area: Mathematics (Algebra and Functions)

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective 3.1.4 A: Grades 3-5

Critical Function: less, big and small quantity, more, equal

Note; Suggested Elementary Age Appropriate Manipulatives - used to complete these tasks by color and number - (e.g. Small colored cubes, Unifix cubes, geometric shapes, beans, beads, tiles, plastic counters, school/office supplies such as paper clips, erasers etc.)

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology," all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to: writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

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Mathematics ISAT-Alt Extended Content Objective #3
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 3	**<u>3. M.3.1.4 A</u> Compare objects or pictures using the vocabulary or symbols for (<,>, =) to express relationships with quantity.**	Given two groups of manipulatives, containing 2-3each, the student differentiates, greater than, less than or equal to, with vocabulary or symbols.	Given a group of manipulatives the student creates a group (2-3) that has more in it, less in it, or is equal to it.	The student demonstrates understanding of the concepts "Which has more in it?" and "Which has less in it?" (up to 3manipulatives in each group)	The student demonstrates understanding of the concept of a big and a small quantity (up to 3 manipulatives in each of two groups) by indicating which group is small and which group is big.
Grade 4: Mathematics Obj. 3	**<u>4.M.3.1.4 A</u> Compare objects or pictures using the vocabulary or symbols for (<,>, =) to express relationships with quantity.**	Given two groups of manipulatives, containing 3-4 each, the student differentiates, greater than, less than or equal to, with vocabulary or symbols.	Given a group of manipulatives the student creates a group (containing 3-4) that has more in it, less in it, or is equal to it.	The student demonstrates understanding of the concepts of "Which has more in it?" and "Which has less in it?" (up to 4 manipulatives in each group)	The student demonstrates understanding of the concept a big and a small quantity (up to 4 manipulatives in each group) by indicating which group is small and which group is big.
Grade 5: Mathematics Obj. 3	**<u>5.M.3.1.4 A</u> Compare objects or pictures using the vocabulary or symbols for (<,>, =) to express relationships.**	Given two groups of manipulatives, containing 5-10 each, the student differentiates, greater than, less than or equal to, with vocabulary or symbols.	Given a group of manipulatives the student creates groups (5-10 each), that has more in it, less in it, or is equal to it.	The student demonstrates understanding of the concepts "Which has more in it?" and "Which has less in it?" (up 10 manipulatives in each group)	The student demonstrates understanding of the concept of a big and a small quantity (up to 10 manipulatives in each group) by indicating which group is small and which group is big.

Mathematics ISAT-Alt Extended Content Objective #4
Grades 3, 4 & 5

Content Area: Mathematics (Geometry)

Goal: 4.1: Apply concepts of size, shape, and spatial relationships.

Objectives 4.1.1 A: Grades 3-5

Critical Function: circle, square, triangle, cube, cylinder, cube, 3-dimentional, geometric

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Mathematics ISAT-Alt Extended Content Objective #4
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 4	**<u>3. M.4.1.1 A</u> Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.**	Given three, two dimensional shapes, the student describes at least two attributes for each shape.	The student matches labels and two dimensional shapes including a circle, a square, or a triangle.	The student matches two dimensional picture cards, by geometric shape, a circle, square, or triangle.	Given two sets of three dimensional shapes, students distinguish the difference by sorting.
Grade 4: Mathematics Obj. 4	**<u>4.M.4.1.1 A</u> Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.**	Given sets of intersecting, perpendicular and parallel lines, students sort and label the lines as parallel, perpendicular or intersecting, and identify real world objects or pictures of types of lines. (e.g. sidewalks, desks, railroads, street intersections, hallways)	Given sets of intersecting and parallel lines students will sort and label the lines as parallel or intersecting.	Given sets of intersecting and parallel lines students will label the lines as crossing or not crossing.	Given two sets of three dimensional intersecting and parallel lines, students distinguish the difference by sorting as crossing or not crossing.
Grade 5: Mathematics Obj. 4	**<u>5.M.4.1.1 A</u> Identify a polygon and develop vocabulary to describe the attributes.**	Given a selection of real-world pictures or objects containing representations of polygons students label cylinders, spheres, and cubes in the pictures or objects.	Given examples of polygons, students sort, by three-dimensional geometric shape, real world pictures of objects representing cylinders, spheres and cubes	Given examples of polygons and non-polygons, students discriminate by matching polygons to polygons and non-polygons to non-polygons.	Given two sets of three dimensional open and closed figures, students discriminate by sorting the figures as open as open or closed.

Mathematics ISAT-Alt Extended Content Objective #5
Grades 3, 4 & 5

Content Area: Mathematics (Data Analysis, Probability, & Statistics)

Goal5.2: Collect, organize, and display data

Objective 5.2.1.A: Grades 3-5

Critical Function: category, graph

Note; Suggested Elementary Age Appropriate Manipulatives - used to complete these tasks by color and number and/or pattern- (e.g. Photographs, pictures, plastic graphing sets, small colored cubes, Unifix cubes, geometric shapes, beans, beads, tiles, plastic counters, school/office supplies such as paper clips, erasers etc.)

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Mathematics ISAT-Alt Extended Content Objective #5
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Mathematics Obj. 5	**<u>3. M.5.2.1 A</u> Organize and display data in bar graphs or circle graphs in order to answer a question.**	The student labels two categories of data by name and number on an already created graph and answers at least two simple questions pertaining to the graph.	The student creates a two dimensional simple graph from two types of sorted objects, using simple materials. (e.g. sticky notes, checkers, tiles, popsicle sticks)	Using two types of manipulatives the student will display two categories of data on a simple graph.	The student sorts manipulatives into two categories.
Grade 4: Mathematics Obj. 5	**<u>4. M.5.2.1 A</u> Organize data in a table or chart to answer a question.**	The student labels three categories of data by name and number on an already created graph and answers at least three simple questions pertaining to the graph.	The student creates a two dimensional simple graph from three types of sorted manipulatives, using simple materials. (e.g., sticky notes, checkers, tiles, popsicle sticks)	Using three categories of manipulatives the student will display three types of data on a simple graph.	The student sorts manipulatives into three categories.
Grade 5: Mathematics Obj. 5	**<u>5. M.5.2.1 A</u> Organize and display data in tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.**	The student labels four categories of data by name and number on an already created graph and answers at least four simple questions pertaining to the graph.	The student creates a simple graph from four types of sorted manipulatives, using simple materials. (e.g., sticky notes, checkers, tiles, popsicle sticks)	Using four types of manipulatives The student will display four categories of data on a simple graph.	The student sorts manipulatives into four categories.

Mathematics- Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

1. Begin by choosing the grade level of the student found on the left side of the rubric.
2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.
3. Collect baseline data at the classroom level.
4. Teach the concept.
5. Collect two artifacts per task.
6. Submit into I-PASS by February 28th at midnight.

Mathematics ISAT-Alt Extended Content Objective #1
Grades 6, 7, 8, 9 &10
(9 & 10 Use Same Items)

Content Area: Mathematics (Number and Operations)

Goal 1.2: Perform computations accurately.

Objectives 1.2.2 A: Grades 6-8
1.2.1 A: Grades 9 and 10

Critical Function: multiplication, multipliers, array, double-digit, single-digit

Note; **Suggested Middle School Age Appropriate Manipulatives** - used to complete these tasks by color and number - (e.g. Small colored cubes, Unifix cubes, geometric shapes, beans, beads, tiles, school/office supplies such as paper clips, erasers etc.)

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Mathematics ISAT-Alt Extended Content Objective #1
Grades 6, 7, 8, 9 &10
(9 & 10 Use Same Items)

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematics Obj. 1	**6.M.1.2.2 A Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.**	The student solves simple multiplication problems with single-digit multipliers and/or simple division problems with single-digit divisors.	Given manipulatives or picture cards, the student solves simple multiplication problems using multipliers up to 5 and/or simple division problems using divisors up to 5.	Using manipulatives and a 2 by 6 array, (egg carton), the student creates a row of 6, then the student adds another row of 6 (multiplies by 2), and takes away a row of 6 (divides by 2).	Using manipulatives and a 2 by 6 array (egg carton) the student demonstrates counting on using, 1:1 correspondence from 1-12.
Grade 7: Mathematics Obj. 1	**7.M.1.2.2 A Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.**	The student solves simple multiplication problems with double-digit multipliers and/or divides double- or triple-digit numbers by a single-digit divisor.	The student shows picture cards of objects to solve simple multiplication problems using multipliers up to 7 and/or simple division problems using divisors up to 7.	Using manipulatives and 2 by 9 arrays, (egg cartons) the student creates a row of 9 then the student adds another row of 9 (multiplies by 2) then takes away 9 (divides by 2).	Using manipulatives and 2 by 9 arrays (egg cartons) the student demonstrates counting on using, 1:1 correspondence from 1-18.
Grade 8: Mathematics Obj. 1	**8.M.1.2.2 A Add, subtract, multiply, and divide rational numbers, with or without the use of a calculator or manipulatives.**	The student solves simple multiplication problems of double-digit and decimal numbers times single-digit numbers and/or divides double- and triple- digit and decimal numbers by single-digit divisors.	The student shows picture cards of objects to solve simple multiplication problems using multipliers up to 10 and/or simple division problems using divisors up to 10.	Using manipulatives and 2 by 12 arrays, (egg cartons) the student creates a row of 12 then adds another row of 12 (multiplies by 2 then takes away 12 (divides by 2).	Using manipulatives and a 2 by 12 array (egg cartons) the student demonstrates counting on using, 1:1 correspondence from 1-24.

Grades 9 and 10: Mathematics Obj. 1	**<u>10.M.1.2.1 A</u>** **Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without calculator or manipulatives.**	The student solves multiplication problems of double-digit and/or decimal numbers times single- and/or double-digit numbers and/or divides double- and triple-digit and decimal numbers by single- and double-digit divisors with or without a calculator.	The student shows picture cards of objects to solve simple multiplication problems using multipliers up to 15 and/or simple division problems using divisors up to 15.	Using manipulatives and a 2 by 20 array (egg cartons), the student creates a row of 20 then adds another row of 20 (multiplies by 2) then takes away 20 (divides by 2).	Using manipulatives and a 2 by 15 array (egg cartons) the student demonstrates counting on using, 1:1 correspondence from 1-30.

Mathematics ISAT-Alt Extended Content Objective #2
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

Content Area: Mathematics (Measurement)

Goal 2.1: Understand and use U.S. customary and metric measurements.

Objectives 2.1.1 A: Grades 6-8
2.4.1 A: Grades 9 and 10

Critical Function: measurement tool, ruler, thermometer, scale, measuring cup, measuring spoon, unit

Note; Digital Measurement Tools such as digital scale or thermometer may be used

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Mathematics ISAT-Alt Extended Content Objective #2
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematics Obj. 2	**6.M.2.1.1 A** **Select and use appropriate units and tools to make formal measurements.**	Using the appropriate measurement tool, the student measures an object and labels the measurement with the correct unit.	Given a measurement tool (e.g. ruler, thermometer), the student identifies the appropriate unit for the tool.	Shown a measurement tool (e.g. ruler) the student matches the correct unit label to the measurement tool.	Given two sets of picture/photo cards the student matches at least one tool with another tool. (e.g. ruler)
Grade 7; Mathematics Obj. 2	**7.M.2.1.1 A** **Select and use appropriate units and tools to make formal measurements.**	Using two appropriate measurement tools, the student measures two objects and labels the measurements with the correct units.	Given two measurement tools, the student identifies the appropriate units for the tools. (e.g. ruler, thermometer, scale)	Shown two measurement tools the student matches the correct unit labels to the measurement tools. (e.g. ruler, thermometer)	Given two sets of picture/photo cards the student matches picture or photo cards of at least two tools with two tools. (e.g. ruler, thermometer)
Grade 8: Mathematics Obj. 2	**8.M.2.1.1 A** **Select and use appropriate units and tools to make formal measurements.**	Using three appropriate measurement tools, the student measures the objects and labels the measurements with the correct units.	Given three measurement tools, the student identifies the appropriate units for the tools. (e.g. ruler, thermometer, scale, measuring cup/spoon)	Shown three measurement tools the student matches the correct unit labels to the measurement tools. (e.g. ruler, thermometer, measuring cup/spoon)	Given two sets of picture/photo cards the student matches picture or photo cards of at three tools with at least three tools. (e.g. ruler, thermometer, measuring cup/spoon)

Grades 9 and 10: Mathematics Obj. 2	**<u>10. M.2.4.1 A</u>** **Select and use an appropriate measurement tool correctly.**	Using appropriate measurement tools, the student measures the objects and labels the measurements with the correct units.	Given four measurement tools, the student identifies the appropriate units for the tools. (e.g. ruler, thermometer, scale, measuring cup/spoon)	Shown four measurement tools the student matches the correct unit labels to the measurement tools. (e.g. ruler, thermometer, scale, measuring cup/spoon)	Given two sets of picture/photo cards the student matches picture or photo cards of four tools with at least four tools. (e.g. ruler, thermometer, measuring cup/spoon)

Mathematics ISAT-Alt Extended Content Objective #3
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

Content Area: Mathematics (Algebra and Functions)

Goal 3.4: Understand the concept of functions.
3.3: Solve algebraic equations and inequalities

Objectives 3.4.2 A: Grade 6
3.4.1 A: Grades 7 and 8
3.3.2 A: Grades 9 and 10

Critical Function: pattern, extend, circle, triangle, rectangle, star

Note; Suggested Middle & High School Age Appropriate Manipulatives - used to complete these tasks by color and number - (e.g. Small colored cubes, Unifix cubes, geometric shapes, beans, beads, tiles, plastic counters, school/office supplies such as paper clips, erasers etc.)

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Mathematics ISAT-Alt Extended Content Objective #3
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematics Obj. 3	**<u>6.M.3.4.2 A</u> Extend whole number patterns, using manipulatives and pictorial representations if needed.**	The student creates a pattern with two objects (2- or 3-dimensional) once and repeats the whole pattern at least twice (e.g., For a total of three repeated patterns of two objects 2x3=6).	Given a pattern of two objects (2- or 3- dimensional), shown once, the student extends the whole pattern at least twice. (e.g., for a total of three repeated patterns of two objects or 2X3= 6 colored cubes).	Given a pattern of two objects (2- or 3-dimensional), shown twice, the student extends the whole pattern at least once (e.g., for a total of three repeated patterns of two objects or 2X3= 6 colored cubes).	The student distinguishes between the circle and triangle used in a pattern by matching manipulatives to picture pattern cards illustrating a pattern of six shapes.
Grade 7: Mathematics Obj. 3	**<u>7.M.3.4.1 A</u> Extend simple patterns involving rational numbers, including decimals as inputs.**	The student creates a pattern with three objects (2- or 3-dimensional) twice and repeats the whole pattern at least twice (e.g., for a total of four repeated patterns of three objects (3X4=12 colored cubes).	Given a pattern of three objects (2- or 3-dimensional), shown once, the student extends the whole pattern at least twice. (e.g., for a total of three repeated patterns of three objects or 3X3= 9 colored cubes).	Given a pattern of three objects (2- or 3-dimensional) shown twice, the student extends the whole pattern at least once. (e.g., for a total of three repeated patterns of three objects or 3X3= 9 colored cubes)	The student distinguishes between the circle, triangle, and rectangle used in a pattern by matching manipulatives to picture pattern cards illustrating a pattern of nine shapes.
Grade 8: Mathematics Obj. 3	**<u>8.M.3.4.1 A</u> Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.**	The student creates their own pattern with four objects (2- or 3-dimensional) and repeats the whole pattern at least twice. (e.g. for a total of four repeated patterns of four objects or 4X4=16 colored cubes).	Given a pattern of four objects (2- or 3- dimensional) shown once, the student extends the whole pattern at least twice. (e.g. for a total of three repeated patterns of four objects or 4X3=12 colored cubes).	Given a pattern of four objects (2- or 3-dimensional) shown twice, the student extends the whole pattern at least once (e.g., for a total of three repeated patterns of four objects or 4X3=12 colored cubes).	The student distinguishes between the circle, triangle, rectangle, and star used in a pattern matching manipulatives to picture pattern cards illustrating a pattern of twelve shapes.

Grades 9 and 10: Mathematics Obj. 3	**<u>10.M.3.3.2 A</u> Match a math problem with a graphical representation.**	The student matches an ordered pair to the linear equation and/or graph that contains the ordered pair.	The student locates the position of an ordered pair in the 2^{nd}, 3^{rd} or 4^{th} quadrant.	The student locates the position of an ordered pair in the first quadrant.	The student distinguishes a straight line from a curved line in a graph by sorting or matching picture cards.

Mathematics ISAT-Alt Extended Content Objective #4
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

Content Area: Mathematics (Geometry)

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objectives 4.1.5 A: Grades 6-8
4.1.1 A: Grades 9 and 10

Critical Function: half, geometric shape, multiple, straight line, three-sided, four-sided, categories, symmetrical, non-symmetrical, common, real world

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Mathematics ISAT-Alt Extended Content Objective #4
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematic Obj. 4	**<u>6.M.4.1.5 A</u> Arrange shapes to show congruence, similarities, and line symmetry of shapes.**	Given a set of similar and congruent objects the student will select congruent objects.	Given a picture of half of a common geometric shape, the student creates the other half.	Given half of a figure and a selection of multiple halves (up to five) of figures, the student matches the correct halves.	Given an object made from two straight lines (e.g. X, T, I), the student matches the object to a corresponding 2 dimensional picture or object.
Grade 7: Mathematic Obj. 4	**<u>7.M.4.1.5 A</u> Arrange shapes to show congruence, similarities, and line symmetry of shapes.**	The student sorts similar and congruent shapes into 2 categories.	The student sorts symmetrical and non-symmetrical shapes into two categories.	Given several pictures of common geometric shapes, the student picks the two that are most similar.	Given a three-sided object, the student matches the object to a corresponding two dimensional picture or object.
Grade 8: Mathematic Obj. 4	**<u>8.M.4.1.5 A</u> Arrange shapes to show congruence, similarities, and line symmetry of shapes.**	The student sorts similar and congruent shapes into 2 categories, and tells why.	Given symmetrical and non-symmetrical items/pictures, the student identifies those that are symmetrical and tells why.	Given several pictures of real world objects, the student picks the two that are most similar.	Given a four-sided object, the student matches the object to a corresponding two dimensional picture or object.

Grades 9 and 10: Mathematic Obj. 4	**<u>10.M.4.1.1 A</u> Arrange shapes to show congruence, similarities, and line symmetry of shapes.**	The student sorts similar and congruent shapes into 2 categories, tells why, and identifies lines of symmetry.	Given several symmetrical shapes, the student identifies the line of symmetry.	Give several pictures of real world items, the student selects two that are most similar.	Given a five-sided object, the student matches the object to a corresponding two dimensional picture or object.

Mathematics ISAT-Alt Extended Content Objective #5
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

Content Area: Mathematics (Data Analysis, Probability, and Statistics)

Goal 5.1: Understand data analysis.

Objective 5.1.1 A: Grades 6-10

Critical Function: chart, graph, manipulatives, sort, bar graph

Note; Suggested Middle & High School Age Appropriate Manipulatives - used to complete these tasks by color and number and/or pattern- (e.g. Photographs, pictures, plastic graphing sets, small colored cubes, Unifix cubes, geometric shapes, beans, beads, tiles, plastic counters, school/office supplies such as paper clips, erasers etc.)

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Mathematics ISAT-Alt Extended Content Objective #5
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Mathematics Obj. 5	**6.M.5.1.1 A Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.**	Given a graph, the student interprets at least two aspects of the data from it. (e.g. gives the location of two points)	The student tells the number of objects shown in a chart or graph of 2 sets of data. (e.g. How many age appropriate items does each of the two students have?)	Given a chart or graph representing two different groups of manipulatives, the student identifies the one that correctly represents the quantity presented. (e.g. Which group has more than the other?)	Given a collection of two different manipulatives, the student sorts them into two groups arranging them in rows corresponding to a bar graph.
Grade 7: Mathematics Obj. 5	**7.M.5.1.1 A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.**	Given a graph, the student interprets at least three aspects of data from it. (e.g. gives the location of three points).	Given a chart or graph with three bars or sections representing three different groups of manipulatives, the student identifies the one that correctly represents one set of data. (e.g. How many manipulatives does each of the three students have?)	Given a chart or graph with three bars or sections representing three different groups of manipulatives, the student identifies the one that correctly represents the quantity presented. (e.g. Which group has the most and which group has the least?)	Given a collection of three different manipulatives, the student sorts them into three groups arranging them in rows corresponding to a bar graph.

Grade 8: Mathematics Obj. 5	**<u>8.M.5.1.1 A</u> Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.**	Given a graph, the student interprets at least four aspects of the data from it. (e.g. gives the location of four points).	Given a bar or circle graph with four bars or sections representing four different groups of manipulatives , the student identifies the one that correctly represents one set of data. (e.g. How many manipulatives does each of the four students have?)	Given a bar or circle graph representing four different groups of manipulatives, the student identifies the one that correctly represents the groups of manipulative presented in terms of quantity. (e.g. Which group has the most, which group has the least and which are the two groups in the middle?)	Given a collection of four different manipulatives, the student sorts them into four groups arranging them in rows corresponding to a bar graph.
Grades 9 and 10: Mathematics Obj. 5	**<u>10.M.5.1.1 A</u> Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.**	Given a graph, the student interprets at least five aspects of the data from it. (e.g. gives the location of five points).	The student tells the number of objects shown in a line or bar graph of five sets of data. (e.g. How many manipulatives does each of the five students have?)	Given a bar or line graph with five bars or data points representing five different groups of manipulatives, the student identifies the one that correctly represents the groups of manipulatives presented in terms of quantity (e.g. Which group has the most, which has the least and which two groups are next in quantity and which is the one group in the middle?)	Given a collection of five different manipulatives, the student sorts them into five groups arranging them in rows corresponding to a bar graph.

Reading - Grades 3, 4 & 5

1. Begin by choosing the grade level of the student found on the left side of the rubric.
2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.
3. Collect baseline data at the classroom level.
4. Teach the concept.
5. Collect two artifacts per task.
6. Submit into I-PASS by February 28th at midnight.

Reading ISAT-Alt Extended Content Objective #1
Grades 3, 4 & 5

Content Area: Reading (Reading Process)

Goal 1.4: Acquire decoding skills using word parts.

Objective 1.4.1 A: Grades 3-5

Critical Function: consonant, vowel, alphabet, CVCE, CVC

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Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Reading ISAT-Alt Extended Content Objective #1
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 1	**<u>3.LA.1.4.1 A</u> Identify word patterns and/or word families.**	The student sounds out a CVC word.	The student sounds out or indicates the beginning or ending consonant sound of a CVC word.	Given the sounds of five consonants, the student selects the consonant, or the student sounds out five consonants.	Given two 2 or 3 dimensional symbols/objects representing a letter of the alphabet, (a consonant and a punctuation mark), the student selects the letter of the alphabet.
Grade 4: Reading Obj. 1	**<u>4.LA.1.4.1 A</u> Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix.**	The student reads word families following the CVC pattern (rat, cat, bat).	The student sounds out a CVC word.	The student sounds out consonants and short vowels, or given the sound, the student selects consonants (ten) and short vowels.	Given two 2 or 3 dimensional symbols/objects representing a letter of the alphabet, (a vowel and a punctuation mark), the student selects the letter of the alphabet.
Grade 5: Reading Obj. 1	**<u>5.LA.1.4.1 A</u> Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.**	The student reads word families with long vowels, CVCE words (cake, bake, take).	The student reads word families following the CVC pattern.	The student sounds out all consonants, short vowels and long vowels, or given the sound, the student selects the consonant and short or long vowels.	The student distinguishes between consonants and vowels by sorting.

Reading ISAT-Alt Extended Content Objective #2
Grades 3, 4 & 5

Content Area: Reading (Reading Process)

Goal 1.7: Acquire Fluency

Objective 1.7.1 A: Grades 3-5

Critical Function: high frequency words, text, sentences

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Reading ISAT-Alt Extended Content Objective #2
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 2	**<u>3. LA.1.7.1 A</u> Recognizes automatically between 20 to 50 age- appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).**	The student reads or identifies 21 or more high frequency words (either individually or in a passage).	The student reads or identifies 11-20 high frequency words.	The student reads or identifies 6-10 high frequency words.	The student reads or identifies 1-5 high frequency words.
Grade 4: Reading Obj. 2	**<u>4.LA.1.7.1 A</u> Read simplified, grade 4 appropriate text.**	The student reads grade four appropriate text of three to five simple sentences.	The student reads or identifies 21 or more high frequency words (either individually or in a passage).	The student reads or identifies 11-20 high frequency words.	The student reads or identifies 1-10 high frequency words.
Grade 5: Reading Obj. 2	**<u>5.LA.1.7.1 A</u> Read simplified, grade 5 appropriate text.**	The student reads grade five appropriate text of three to five simple sentences.	The student reads or identifies 41 or more high frequency words (either individually or in a passage).	The student reads or identifies 16-40 high frequency words (either individually or in a passage).	The student reads or identifies 1-15 high frequency words.

Reading ISAT-Alt Extended Content Objective #3
Grades 3, 4 & 5

Content Area: Reading (Reading Process)

Goal 1.8: Vocabulary and concept development

Objective 1.8.4 A: Grades 3-5

Critical Function: dictionary, thesaurus, alphabet, letter, guideword

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Reading ISAT-Alt Extended Content Objective #3
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 3	**<u>3.LA.1.8.4 A</u> Use dictionary materials to develop concepts and vocabulary.**	With a picture dictionary and a letter line, the student finds the guideword that begins with a letter (e.g. c) through multiple trials.	The student places the first five letters (a,b,c,d,e) of the alphabet in order or indicates which of the letters comes first, next, last etc.	Using a letter line, the student matches three consonants to their place in the alphabet.	The student discriminates the letter from a choice of a letter and an object.
Grade 4: Reading Obj. 3	**<u>4.LA.1.8.4 A</u> Use dictionary materials to develop concepts and vocabulary.**	The student finds a place in the dictionary when the section is specified.	With a picture dictionary and a letter line, the student finds the guideword that begins with a letter (e.g. c) through multiple trials.	Using a letter line, the student matches all of the letters of the alphabet to their places in the alphabet.	The student discriminates the letter from the choice of a letter and a picture.
Grade 5: Reading Obj. 3	**<u>5.LA.1.8.4 A</u> Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.**	The student finds a simple two or three letter word in the dictionary.	The student finds a place in the dictionary when the section is specified.	With a picture dictionary and a letter line, the student finds the guideword that begins with a letter (e.g. letter c) through multiple trials.	Given a representation of a letter, the student picks the matching letter from a choice of two letters.

Reading ISAT-Alt Extended Content Objective #4
Grades 3, 4 & 5

Content Area: Reading (Comprehension and Interpretation)

Goal: 2.1: Acquire strategies and skills for comprehending text.

Objective 2.1.1 A: Grades 3-5

Critical Function: fiction, nonfiction, genre, character, plot, setting, newspaper, textbook, poetry, fairy tale, feature, realistic, fantasy

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Reading ISAT-Alt Extended Content Objective #4
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 4	**3. LA.2.1.1 A Identify the purpose of different kinds of text.**	The student identifies whether a reading is fiction or nonfiction, realistic or fantasy.	The student identifies what the story is about.	The student attends (follows along) to text being read.	Presented with a book and another object, the student identifies the book.
Grade 4: Reading Obj. 4	**4. LA.2.1.1 A Identify the purpose of different kinds of texts.**	The student listens to a fiction reading and, given two choices, correctly identifies the genre. (e.g. poetry fairy tale)	The student identifies whether a reading is fiction or nonfiction, realistic or fantasy.	The student identifies what the story is about (plot) and one other feature. (e.g. character, setting)	The student holds and opens a book correctly. (May use a switch operated electronic page turner.)
Grade 5: Reading Obj. 4	**5. LA.2.1.1 A Identify the purpose of different kinds of text.**	The student listens to a nonfiction reading and, given two choices, correctly identifies the genre. (e.g. newspaper, textbook)	The student listens to a fiction reading and, given two choices, correctly identifies the genre. (e.g. poetry, fairy tale)	The student identifies what the story is about (the plot) and two other features (e.g. character, setting)	The student holds the book correctly and demonstrates turning a page. (May use a switch operated electronic page turner.)

Reading ISAT-Alt Extended Content Objective #5
Grades 3, 4 & 5

Content Area: Reading (Comprehension/Interpretation)

Goal 2.1: Acquire strategies and skills for comprehending text.

Objective 2.1.2 A: Grades 3-5

Critical Function: sequence, retell, story

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

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Reading ISAT-Alt Extended Content Objective #5
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Reading Obj. 5	**3. LA.2.1.2 A Connects the information and events in texts to self.**	The student describes what happened first and last (beginning and end) in a story.	The student answers yes/no to who, what, when, or where questions about a story.	The student correctly sequences three (beginning, middle, end) pictures or objects of parts of the story.	Given a picture or object representing something the student does every day (e.g. brush teeth, eat lunch), the student correctly selects one activity done during the day.
Grade 4: Reading Obj. 5	**4. LA.2.1.2 A Connects cause and effect relationships in text.**	The student describes what happened first and next (beginning, middle) in a story.	The student answers yes/no to who, what, when, and where questions about a story.	The student correctly sequences four (beginning, two in the middle, end) pictures or objects of parts of the story.	Given a picture or object representing something the student does every day, the student correctly selects two or three activities done during the day.
Grade 5: Reading Obj. 5	**5. LA.2.1.3 A Connects the cause and effect relationship.**	The student retells the events of a simple (three to five sentences) story.	The student describes what happened first, next, and last (beginning, middle, and end) in a story.	The student correctly sequences five (beginning, three in the middle, end) pictures or objects of parts of the story.	Given a picture or object representing something the student does every day, the student sequences three daily activities.

Reading - Grades 6, 7, and 8

1. Begin by choosing the grade level of the student found on the left side of the rubric.

2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.

3. Collect baseline data at the classroom level.

4. Teach the concept.

5. Collect two artifacts per task.

6. Submit into I-PASS by February 28th at midnight.

Reading ISAT-Alt Extended Content Objective #1
Grade 6, 7 & 8

Content Area: Reading (Reading Process)

Goal 1.2: Acquire concepts about text.

Objective 1.2.2 A: Grades 6-8

Critical Function: title, author, tale of contents, chapters, chapter headings, glossary, picture captions

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (eg. Sesame St. is not grade appropriate for upper grade students)

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Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Reading ISAT-Alt Extended Content Objective #1
Grade 6, 7 & 8

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Reading Obj. 1	**<u>6. LA.1.2.2 A</u> Identify parts of a book and/or text features to aid comprehension, i.e. directions, sequences, glossary.**	The student explains the use of chapter headings and page numbers or the student points to or indicates the correct answer in response to teacher questions.	The student locates the chapter headings and page numbers in a book.	The student locates the title and author of a book through pointing or indicating a response.	The student points to or indicates a response to "What is the title of the book?"
Grade 7: Reading Obj. 1	**<u>7.LA.1.2.2 A</u> Use parts of a book and/or text features to understand a selection, such as appendix.**	The student explains the use of the table of contents and picture captions.	The student locates the chapter headings, page numbers, and picture captions in a book.	The student locates the table of contents and index of a book.	The student points to or indicates a response to "What is the title of the book?" and "Who is the author of the book?"
Grade 8: Reading Obj. 1	**<u>8.LA.1.2.2 A</u> Use parts of a book and/or text features to understand a selection.**	The student explains why it is important to have chapters, table of contents, picture captions, and chapter headings.	Given a chapter number, the student locates the specific chapter.	The student locates the preface and glossary of a book.	The student points to or indicates a response to "What is the title of the book?" "Who is the author of the book?" and also opens the book.

Reading ISAT-Alt Extended Content Objective #2
Grades 6, 7 & 8

Content Area: Reading (Reading Process)

Goal 1.5: Acquire decoding skills using syllabication.

Objective: 1.5.1 A: Grades 6-8

Critical Function: suffix, prefix, representation, physical response, syllable

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Reading ISAT-Alt Extended Content Objective #2
Grades 6, 7 & 8

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Reading Obj. 2	**<u>6. LA.1.5.1 A</u> Identify that letters put together with certain rules make words.**	When adding an ending of -ed or -s, the student decides if it changes the number of syllables.	Given a word or card representation, the student determines if it is a one or two syllable word.	Given a word with multiple syllables, the student indicates a physical response (clap, nod) for each syllable.	The student mimics the physical response of the teacher (clap, nod, or uses AT) as he/she verbalizes a word with the suffix -ed or -s.
Grade 7: Reading Obj. 2	**<u>7.LA.1.5.1 A</u> Identify that letters put together with certain rules make words.**	When adding -ing, -er, and/or -est endings (suffixes), the student decides if it changes the number of syllables.	When adding an ending of -ed or -s, the student decides if it changes the number of syllables.	Given a word or card representation, the student determines if it is a one or two syllable word.	The student mimics the physical response of the teacher (clap, nod or uses AT), as he/she verbalizes a word ending in -ing, -er, or -est.
Grade 8: Reading Obj. 2	**<u>8. LA.1.5.1 A</u> Identify that syllables put together with certain rules make words.**	When adding the prefix re- or un- (remake, undo, the student decides if it changes the number of syllables.	When adding -ing, -er, and/or -est endings (suffixes), the student decides if it changes the number of syllables.	When adding an ending of -ed or -s, the student decides if it changes the number of syllables.	The student mimics the physical response of the teacher (clap, nod or uses AT), as he/she verbalizes a word with a prefix of re- or un-.

Reading ISAT-Alt Extended Content Objective #3
Grades 6, 7 & 8

Content Area: Reading (Reading Process)

Goal 1.7: Acquire fluency.

Objective: 1.7.1 A: Grades 6-8

Critical Function:

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (e.g. Sesame St. is not grade appropriate for upper grade students).

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology

Reading ISAT-Alt Extended Content Objective #3
Grades 6, 7 & 8

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Reading Obj. 3	**6.LA.1.7.1 A Read simplified, grade 6 appropriate text.**	The student reads grade six appropriate text of one to two paragraphs with a total of six to eight simple sentences.	The student reads or identifies 61 or more high frequency words.	The student reads or identifies 21-60 high frequency words.	The student reads or to identifies 1-20 high frequency words.
Grade 7: Reading Obj. 3	**7.LA.1.7.1 A Read simplified, grade 7 appropriate text.**	The student reads grade seven appropriate text of one to two paragraphs with a total of eight to ten simple sentences.	The student reads or identifies 71 or more high frequency words.	The student reads or identifies 26- 70 high frequency words.	The student reads or identifies 1-25 high frequency words.
Grade 8: Reading Obj. 3	**8.LA.1.7.1 A Read simplified, grade 8 appropriate text.**	The student reads grade eight appropriate text of two to three paragraphs with a total of thirteen to fifteen simple sentences.	The student reads or identifies 81 or more high frequency words.	The student reads or identifies 41-80 high frequency words.	The student reads or identifies 1-40 high frequency words.

Reading ISAT-Alt Extended Content Objective #4
Grades 6, 7 & 8

Content Area: Reading (Comprehension/Interpretation)

Goal 2.1: Acquire strategies and skills for comprehending text.

Objective 2.1.1 A: Grades 6-8

Critical Function: character, plot, setting, problem, solution, retell

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (e.g. Sesame St. is not grade appropriate for upper grade students).

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology

Reading ISAT-Alt Extended Content Objective #4
Grades 6, 7 & 8

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Reading Obj. 4	**6. LA.2.1.1 A Identify the purpose of different kinds of text.**	After identifying whether it is fiction or nonfiction, the student identifies three features of the text. (e.g. character, setting, plot, problems, solutions)	After identifying whether it is fiction or nonfiction, the student identifies two features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens to a fiction or nonfiction reading and, given two choices fiction and nonfiction, correctly identifies or indicates which was read.	The student listens and or follows along with eyes and/or finger, place marker or AT (assistive technology) to text being read.
Grade 7: Reading Obj. 4	**7. LA.2.1.1 A Identify the purpose or use of various texts.**	After identifying whether it is fiction or nonfiction, the student identifies four features of the text. (e.g. character, setting, plot, problems, solutions)	After identifying whether it is fiction or nonfiction, the student identifies three features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens to a fiction or nonfiction reading, the student identifies two features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens and or follows along with eyes and/or finger, place marker or AT to text being read and points to identify some feature of the text being read. (e.g. character **or** setting)
Grade 8: Reading Obj. 4	**8. LA.2.1.1 A Interpret facts or events from different kinds of text to demonstrate understanding.**	After identifying whether it is fiction or nonfiction, the student identifies five features of the text. (e.g. character, setting, plot, problems, solutions)	After identifying whether it is fiction or nonfiction, the student identifies four features of the text. (e.g. character, setting, plot, problems, solutions)	The student listens to a fiction or nonfiction reading, the student identifies three features of the text. (e.g. character, setting, plot, problems, solutions)	The student Listens and or follows along with eyes and/or finger, place marker or AT to text being read and points to identify two or more features in the text being read. (e.g. character **and** setting)

Reading ISAT-Alt Extended Content Objective #5
Grades 6, 7 & 8

Content Area: Reading (Comprehension/Interpretation)

Goal 2.1: Acquire strategies and skills for comprehending text.

Objectives 2.1.2 A: Grades 6-8

Critical Function: sequence, retell, story

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (e.g. Sesame St. is not grade appropriate for upper grade students).

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

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Reading ISAT-Alt Extended Content Objective #5
Grades 6, 7 & 8

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Reading Obj. 5	**6. LA.2.1.2 A Connects cause and effect relationships in text.**	The student answers who, what, when, and where questions about a story.	The student retells the events of a simple (3-5 sentences) story.	The student tells what happened first, next, and last (beginning, middle, and end) in a story.	The student listens to a story and points to (or indicates through AT) a response to a picture or object to identify what came first in the story.
Grade 7: Reading Obj. 5	**7. LA.2.1.2 A Connects cause and effect relationships in text.**	The student identifies the crisis or turning point in the story.	The student answers who, what, when, and where questions about a story.	The student retells the events of a simple (3-5 sentences) story.	The student listens to a story and points (or indicates through AT) a response to pictures or objects to identify what came first and last in the story.
Grade 8: Reading Obj. 5	**8. LA.2.1.2 A Identify a cause and effect relationship in text.**	The student reiterates the response to an event in the story and or creates his/her own solution to the story problem or crisis.	The student identifies the crisis or turning point in the story.	The student answers who, what, when, and where questions about a story	The student listens to a story and points to (or indicates through AT) a response to pictures or objects to retell the events of a simple (3-5 sentence) story.

Reading – Grades 9 & 10
(9 & 10 Use Same Items)

1. Begin by choosing the grade level of the student found on the left side of the rubric.

2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.

3. Collect baseline data at the classroom level.

4. Teach the concept.

5. Collect two artifacts per task.

6. Submit into I-PASS by February 28th at midnight.

Reading ISAT-Alt Extended Content Objective #1
Grades 9 & 10

Content Area: Reading (Reading Process**)**

Goal 1.2: Acquire concepts about text.

Objective 1.2.2 A: Grades 9and 10

Critical Function: title, author, tale of contents, chapters, chapter headings, glossary, picture captions

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (e.g. Sesame St. is not grade appropriate for upper grade students).

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Reading ISAT-Alt Extended Content Objective #1
Grades 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Reading Obj. 1	**<u>10.LA.1.2.2 A</u> Use parts of a book and/or text features to identify different genres of literature.**	The student describes how to find selections by topic in the text and locates a definition of a word in the glossary.	The student demonstrates how to gather or locate electronic text.	The student locates the title, author, table of contents, index, preface, glossary, and appendices of a book.	The student points to (or indicates through the use of Assistive Technology) the title and author, opens the book and turns the pages. (May use a switch operated electronic page turner)

Reading ISAT-Alt Extended Content Objective #2
Grades 9 & 10

Content Area: Reading (Comprehension/Interpretation)

Goal 2.1: Acquire strategies and skills for comprehending text.

Objective 2.1.1 A: Grades 9 and 10

Critical Function: character, plot, setting, problem, solution, retell

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (e.g. Sesame St. is not grade appropriate for upper grade students).

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Reading ISAT-Alt Extended Content Objective #2
Grades 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Reading Obj. 2	**10. LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.**	Through a 15 to 20 word retell, the student describes what is read to him/her or what she/he read.	After identifying whether it is fiction or nonfiction, the student identifies five features of the reading material (character, setting, plot, problems, and solutions).	After identifying whether it is fiction or nonfiction, the student identifies four features of the reading material (character, setting, plot, problems, and solutions).	The student listens (follows along) to text being read and points to, or indicates, three or more features in the text. (character, setting, plot)

Reading ISAT-Alt Extended Content Objective #3
Grades 9 & 10

Content Area: Reading (Comprehension/Interpretation)

Goal 2.1: Acquire strategies and skills for comprehending text.

Objectives 2.1.1 A: Grades 9 and 10

Critical Function: sequence, retell, story

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (e.g. Sesame St. is not grade appropriate for upper grade students).

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Reading ISAT-Alt Extended Content Objective #3
Grades 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Reading Obj. 3	**<u>10.LA.2.1.1 A</u> Interpret different kinds of text to demonstrate understanding**	The student independently reiterates what caused the main event in a story and what effect it had.	The student independently reiterates the response to the event in a story.	The student independently identifies the crisis or turning point in a story.	The student points to or identifies, or indicates, the book title, and author then listens to a story and points to pictures or objects to identify what came first, two events in the middle, and last in the story.

Reading ISAT-Alt Extended Content Objective #4
Grades 9 & 10

Content Area: Reading (Comprehension/Interpretation)

Goal 2.2: Acquire skills to comprehend expository text.

Objective 2.2.1 A: Grades 9 and 10

Critical Function: reiterate, expository text (expository text is nonfiction)

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (eg. Sesame St. is not grade appropriate for upper grade students)

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Reading ISAT-Alt Extended Content Objective #4
Grades 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Reading Obj. 4	**<u>10. LA.2.2.1 A</u> Identify and sequence information or procedures from informational text.**	The student independently reiterates what caused the main event and what effect it had.	The student independently reiterates the response to the event in the reading.	The student independently identifies the crisis or turning point in the reading.	The student points to or indicates the book title & author then listens to a reading and points to pictures or objects to identify what came first, two events in the middle, and last in the reading.

Reading ISAT-Alt Extended Content Objective #5
Grades 9 & 10

Content Area: Reading (Comprehension/Interpretation)

Goal 2.3: Acquire skills for comprehending literary text.

Objectives 2.3.1 A, 2.3.2 A, 2.3.3 A, 2.3.4 A: Grades 9 and 10

Critical Function: retell, sequence, literary text, genre, character, traits, theme, comprehension, story, speaker

Note: Teacher may use electronic text – e.g. Bookshare for eliteracy)

Note: Middle and High School Grade Appropriate Text - When choosing reading materials for upper grades, grade appropriate text refers to the content of text not the skills required to read it. The text chosen could be simplified requiring sight word knowledge, and beginning phonetic skills but should not be early elementary in content. (eg. Sesame St. is not grade appropriate for upper grade students)

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Reading ISAT-Alt Extended Content Objective #5
Grades 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grades 9 and 10: Reading Obj. 5	**<u>10.LA.2.3.1 A</u> Demonstrate comprehension of literary text from a variety of genres.** **<u>10. LA.2.3.2 A</u> Identifies characters and their traits and/or actions.** **<u>10. LA.2.3.3</u> A Identify a story's speaker.** **<u>10. LA.2.3.4 A</u> Identify the theme of a story.**	The student independently retells the story in the correct sequence, identifying the characters, their traits and actions, and the story's theme and/or speaker.	The student independently retells the story in the correct sequence, identifying the characters, their traits and/or actions.	The student independently identifies a character, at least one trait or action of the character and what happened at the beginning, middle, and end of the story.	The student points to the book title and author, listens to a reading and points to pictures or objects to identify actions that took place in the story.

Language Usage
Grades 3, 4 & 5

1. Begin by choosing the grade level of the student found on the left side of the rubric.

2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.

3. Collect baseline data at the classroom level.

4. Teach the concept.

5. Collect two artifacts per task.

6. Submit into I-PASS by February 28th at midnight.

Language Usage ISAT-Alt Extended Content Objective #1
Grades 3, 4 & 5

Content Area: Language Usage (Writing Process and Writing Applications)

Goal 3.1: Acquire prewriting skills.
3.2: Acquire skills for writing a draft.
4.1: Acquire expressive (narrative/creative writing skills).

Objectives 3.1.1, 3.1.2, 3.1.3, 3.2.1, and 4.1.1: Grades 3-5
3.2.2: Grade 5

Critical Function: main character, setting, graphic organizer, narrative, writer's notebook

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

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Language Usage ISAT-Alt Extended Content Objective #1
Grades 3, 4 & 5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Language Obj. 1	**<u>3 LA 3.1.1 A</u>** **Participate in generating ideas using prewriting strategies.** **<u>3 LA 3.1.2 A</u>** **Participate in identifying the main idea.** **<u>3 LA 3.1.3 A</u>** **Use strategies for planning and organizing writing.** **<u>3 LA 3.2.1 A</u>** **Use ideas generated in prewriting to write a draft.** **<u>3 LA 4.1.1 A</u>** **Write and/or share narratives based on personal experience.**	The student identifies the character (me) and the character's activity (playing baseball) in his/her own story.	The student dictates a narrative of his/her own daily activities to a teacher to enter into a writer's notebook.	With use of pictures and a graphic organizer, the student selects one character and one activity for one setting.	Given picture cards or objects, the student selects a topic that interests him/her for use in his/her own story.
Grade 4: Language Obj. 1	**<u>4 LA 3.1.1 A</u>** **Participate in generating ideas using prewriting strategies.** **<u>4 LA 3.1.2 A</u>** **Participate in identifying the main idea.** **<u>4 LA 3.1.3 A</u>** **Use strategies for planning and organizing writing.** **<u>4 LA 3.2.1 A</u>** **Use ideas generated in prewriting to write a draft.** **<u>4 LA 4.1.1 A</u>** **Write and/or share narratives based on personal experience.**	The student identifies the character, the character's activity, and the place and time for his/her own story.	The student identifies the character (me) and the character's activity (playing baseball) in his/her own story.	The student dictates a narrative of his/her own daily activities to a teacher to enter into a writer's notebook.	Given picture cards or objects, the student selects a topic that interests him/her then selects a main character for his/her own story.

Grade 5: Language Obj. 1	**<u>5 LA 3.1.1 A</u>** **Generate ideas using simple, prewriting strategies.** **<u>5 LA 3.1.2 A</u>** **Participate in identifying the main idea appropriate to the type of writing.** **<u>5 LA 3.1.3 A</u>** **Use strategies for planning and organizing writing.** **<u>5 LA 3.2.1 A</u>** **Use ideas generated in prewriting to write a draft.** **<u>5 LA 3.2.2 A</u>** **Produce a draft with a main idea and supporting details.** **<u>5 LA 4.1.1 A</u>** **Write a short narrative that includes a specific action, setting, and/or character(s).**	The student writes at least 2-3 sentences about the character, the activity, the setting including place, and time in his/her own story.	The student identifies the character, the character's activity, and the setting including place and time for his/her own story.	The student identifies the character (me) and the character's activity (e.g. playing baseball) in his/her own story.	Given picture cards or objects, the student selects a topic that interests him/her then selects a main character and a setting for a story.

Language Usage ISAT-Alt Extended Content Objective #2
Grades 3, 4 & 5

Content Area: Language Usage (Writing Components)

Goal 5.1: Acquire handwriting skills.
5.4: Acquire skills for using conventions.

Objectives 5.1.1 A, 5.4.1 A: Grades 3-5

Critical Function: legibly, upper case and lower case letters, alphabet, intersection, traces

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology

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Language Usage ISAT-Alt Extended Content Objective #2
Grades 3, 4 &5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Language Obj. 2	**3 LA 5.1.1 A** **Write fluently and legibly.** **3 LA 5.4.1** **Demonstrate use of capitalization skills.**	The student writes, or produces electronically, his/her first and last name legibly with appropriate upper and lower case letters.	The student writes, or produces electronically; his/her first and last name legibly, independent of the case of the letters.	Given the alphabet, the student identifies or selects the letters of his/her first name.	Using a writing tool, the student makes, or produces using AT, a mark on the page.
Grade 4: Language Obj. 2	**4 LA 5.1.1 A** **Write fluently and legibly.** **4 LA 5.4.1** **Demonstrate use of capitalization skills.**	The student writes, or produces electronically, all letters, either upper or lower case, of the alphabet legibly.	The student writes, or produces electronically, his/her first and last names legibly, with appropriate upper and lower case letters.	The student writes, or produces electronically, his/her first and last name legibly, independent of the case of the letters.	Using a writing tool, the student traces, or produces using AT, a vertical and/or a horizontal line on the page.
Grade 5: Language Obj. 2	**5 LA 5.1.1 A** **Write fluently and legibly.** **5 LA 5.4.1** **Demonstrate use of capitalization skills.**	The student writes, or produces electronically, all letters, lower and upper case, of the alphabet legibly and in order.	The student writes, or produces electronically, all letters, lower or upper case, of the alphabet legibly.	The student writes, or produces electronically, his/her first and last name legibly with appropriate upper and lower case letters.	Using a writing tool, the student traces, or produces using AT, intersecting lines (e.g., X, T) on the page.

Language Usage ISAT-Alt Extended Content Objective #3
Grades 3, 4 &5

Content Area: Language Usage (Writing Components)

Goal 5.3: Acquire skills for sentence structure.

Objective 5.3.1: Grades 3-5
5.3.2: Grades 4 and 5

Critical Function: sentence, statement, question, adjective

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

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Language Usage ISAT-Alt Extended Content Objective #3
Grades 3, 4 &5

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 3: Language Obj. 3	**3 LA 5.3.1 A** **Use pictures, words, or symbols to express a complete thought.**	Using printed word cards or by writing, or producing electronically, the student generates a simple sentence with a noun and verb to express a thought. (e.g. John plays ball.)	The student uses a picture with a corresponding written word, or a printed word card to express a thought or to answer a question.	The student chooses a picture or a symbol to express a thought or to answer a question.	The student chooses an object or picture to express a thought or to answer a question.
Grade 4: language Obj. 3	**4 LA 5.3.1 A** **Use pictures, words, or symbols to express a complete thought.** **4 LA 5.3.2 A** **Identify: future verb tenses, adjectives, personal pronouns.**	The student writes, or produces electronically, a simple sentence that includes detail and/or an adjective in addition to the noun and verb.	The student uses a picture card with the corresponding written word on it, or a printed word card to generate a simple sentence to express a thought or to answer a question.	The student makes a choice between three objects or picture cards with the corresponding written words on them to express a thought or to answer a question.	The student makes a choice between two objects or pictures to express a thought or to answer a question.
Grade 5: Language Obj. 3	**5 LA 5.3.1 A** **Use pictures, words, or symbols to express a complete thought.** **5 LA 5.3.2 A** **Identify: future verb tenses, adjectives, personal pronouns.**	The student distinguishes between a statement and a question by writing, or producing electronically, two sentences.	The student writes, or produces electronically, a simple sentence that includes detail and/or an adjective.	The student uses a picture card with the corresponding written word, or a printed word card to generate a simple sentence to express a thought or to answer a question.	The student makes a choice between three or more objects, pictures or words to express a thought or to answer a question.

Language Usage
Grades 6, 7, 8, 9 & 10
(9 & 10 Use Same Items)

1. Begin by choosing the grade level of the student found on the left side of the rubric.

2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.

3. Collect baseline data at the classroom level.

4. Teach the concept.

5. Collect two artifacts per task.

6. Submit into I-PASS by February 28th at midnight.

Language Usage ISAT-Alt Extended Content Objective #1
Grades 6, 7, 8, 9 &10
(9 & 10 use same items)

Content Area: Language Usage (Writing Process and Writing Applications)

Goal 3.1: Acquire prewriting skills.
3.2: Acquire skills for writing a draft.
3.3: Acquire skills for revising a draft**.**
3.5: Publish Writing.
4.2: Acquire expository (informational/research) writing skills.

Objectives 3.1.1, 3.1.2, 3.1.3, 3.2.1, and 3.2.2: Grades 6-10
3.3.1 and 4.2.1: Grades 7, 8, and 10
3.5.1 Grade 10
4.2.2 Grade 6

Critical Function: expository, informational, research, character, activity, setting, details, prewriting, problem, solution, publish, revision

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Language Usage ISAT-Alt Extended Content Objective #1
Grades 6, 7, 8, 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Language Obj. 1	**<u>6 LA 3.1.1 A</u>** **Generate ideas using simple, prewriting strategies.** **<u>6 LA 3.1.2 A</u>** **Participate in identifying the main idea appropriate to the type of writing.** **<u>6 LA 3.1.3 A</u>** **Use strategies for planning and organizing writing.** **<u>6 LA 3.2.1 A</u>** **Use ideas generated in prewriting to write a draft.** **<u>6 LA 3.2.2 A</u>** **Produces a draft with a main idea & supporting details.** **<u>6 LA 4.2.2 A</u>** **Participate in writing brief observations of events/ processes.**	The student writes, or produces using AT, an expository piece of at least three to four sentences on a topic and includes at least three ideas and/or details related to the topic.	The student writes, or produces using AT, an expository piece of at least two to three sentences on a topic and includes three ideas and/or details related to the topic.	The student selects a topic for an expository piece of writing and lists, or produces using AT, three ideas related to the topic.	Given picture cards, the student selects a topic that interests him/ her and three other picture/word cards related to the topic.

Grade 7 Language Obj. 1	**<u>7 LA 3.1.1 A</u>** **Generate ideas using simple, prewriting strategies.** **<u>7 LA 3.1.2 A</u>** **Participate in identifying the main idea appropriate to the type of writing.** **<u>7 LA 3.1.3</u>** **Use strategies for planning and organizing writing.** **<u>7 LA 3.2.1 A</u>** **Use ideas generated in prewriting to write a draft.** **<u>7 LA 3.2.2 A</u>** **Produces a draft with a main idea and supporting details in logical order.** **<u>7 LA 3.3.1 A</u>** **Revise writing for clarity and effective sequencing.** **<u>7 LA 4.2.1 A</u>** **Compose text that identifies a sequence of activities or processes.**	The student writes, or produces using AT, an expository piece of at least two paragraphs about a topic that includes at least four aspects and/or details related to the topic with at least one revision.	The student writes, or produces using AT, an expository piece of at least three to four sentences about a topic that includes at least three aspects and/or details related to the topic.	The student writes, or produces using AT, an expository piece of at least two to three sentences that includes three aspects and/or details related to the topic.	Given picture cards, the student selects a topic that interests him/ her and four other picture/word cards related to the topic.

Grade 8 : Language Obj. 1	**<u>8 LA 3.1.1 A</u>** **Generate ideas using simple, prewriting strategies.** **<u>8 LA 3.1.2 A</u>** **Participate in identifying the main idea appropriate to the type of writing.** **<u>8 LA 3.1.3</u>** **Use strategies for planning and organizing writing.** **<u>8 LA 3.2.1 A</u>** **Use ideas generated in prewriting to write a draft.** **<u>8 LA 3.2.2 A</u>** **Produces a draft using a template to sequence ideas in logical order.** **<u>8 LA 3.3.1 A</u>** **Revise writing for clarity and effective sequencing.** **<u>8 LA 4.2.1 A</u>** **Compose text that identifies a sequence of activities or processes.**	The student writes, or produces using AT, an expository piece of at least 2 paragraphs about a topic that includes at least five aspects and/or details related to the topic with at least one revision.	The student writes, or produces using AT, an expository piece of at least 2 paragraphs about a topic that includes at least four aspects and/or details related to the topic with at least one revision.	The student writes, or produces using AT, an expository piece of at least 3-4 sentences about a topic that includes at least three aspects and/or details related to the topic.	Given picture/word cards, the student selects a topic that interests him/ her and five other picture/word cards related to the topic.

Grades 9 and 10: Language Obj. 1	**<u>10 LA 3.1.1 A</u>** **Generate ideas using simple, prewriting strategies.** **<u>10 LA 3.1.2 A</u>** **Participate in identifying the main idea appropriate to the type of writing.** **<u>10 LA 3.1.3 A</u>** **Use strategies for planning and organizing writing.** **<u>10 LA 3.2.1 A</u>** **Use ideas generated in prewriting to write a draft.** **<u>10 LA 3.2.2 A</u>** **Produces a draft with a main idea and sequences supporting details.** **<u>10 LA 3.3.1 A</u> Revise writing for clarity and effective sequencing.** **<u>10 LA 3.5.1 A</u>** **Publish improved piece of writing.** **<u>10 LA 4.2.1 A</u>** **Compose expository text on a main idea that includes beginning, middle, and ending paragraphs.**	The student writes, or produces using AT, an expository piece of at least three paragraphs about a topic that includes at least six aspects and/or details related to the topic with at least one revision. **Or** The student correctly fills out, or produces using AT, a job application.	The student writes, or produces using AT, an expository piece of at least two paragraphs about a topic that includes at least five aspects and/or details related to the topic with at least one revision.	The student writes, or produces using AT, an expository piece of at least two paragraphs about a topic that includes at least four aspects and/or details related to the topic with at least one revision.	Using pictures /word cards he student assembles, or produces using AT, an expository piece of writing and publishes it.

Language Usage ISAT-Alt Extended Content Objective #2
Grades 6, 7, 8, 9 & 10

Content Area: Language Usage (Writing Process and Writing Components)

Goal 3.4: Acquire skills for editing a draft.
5.3: Acquire skills for sentence structure.
5.4: Acquire skills for using conventions.

Objectives 5.3.1 and 5.3.2: Grades 6, 7, 8, and 10
3.4.1, 5.4.1, and 5.4.2: Grades 8 and 10

Critical Function: draft, sentence structure, edit, conventions, punctuation, noun, adjective, verb, pronoun, question, statement, paragraph, tense (past and present), exclamatory, declarative, interrogative, imperative

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

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Language Usage ISAT-Alt Extended Content Objective #2
Grades 6, 7, 8, 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Language Obj. 2	**<u>6 LA 5.3.1 A</u>** **Use pictures, words, or symbols to express a complete thought with subject and verb.** **<u>6 LA 5.3.2 A</u>** **Use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.**	Through the writing, or production using AT, of 3-4 sentences, the student demonstrates the use of nouns, verbs, adjectives, and pronouns.	Through the writing, or production using AT, of two sentences, the student distinguishes between a statement and a question.	The student writes, or produces using AT, a simple sentence that includes a detail and/or an adjective.	Given multiple pictures/photo word cards, the student chooses one word card to express a thought.
Grade 7: Language Obj. 2	**<u>7 LA 5.3.1 A</u>** **Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, & imperative).** **<u>7 LA 5.3.2 A</u>** **Use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.**	The student writes, or produces using AT, two short paragraphs that demonstrate the use of past and present tense.	Through writing, or production using AT, of three to four sentences, the student demonstrates the use of nouns, verbs, adjectives, and pronouns.	Through writing, or production using AT of two sentences, the student distinguishes between a statement and a question.	Given multiple pictures/photo word cards the student chooses one word card to express a statement.

Grade 8: Language Obj. 2	**<u>8 LA 3.4.1 A</u>** **Edit for errors using common edit marks.** **<u>8 LA 5.3.1 A</u>** **Use pictures, words, or symbols to express different structures of sentences (simple and compound).** **<u>8 LA 5.3.2 A</u>** **Use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.** **<u>8 LA 5.4.1 A</u>** **Demonstrate use of capitalization skills.** **<u>8 LA 5.4.2 A</u>** **Demonstrate use of punctuation skills. (e.g. parentheses or commas)**	The student writes, or produces using AT, two to three paragraphs, using correct sentence structure, following an editing tool. (e.g. editing checklist)	The student writes, or produces using AT, two short paragraphs that demonstrate the use of past and present tense.	Through the writing, or production using AT, of three to four sentences, the student demonstrates the use of nouns, verbs, adjectives, and pronouns.	Given multiple picture/photo/word cards the student chooses one word card to express a question.
Grades 9 and 10: Language Obj. 2	**<u>10 LA 3.4.1 A</u>** **Edit for errors using common edit marks.** **<u>10 LA 3.4.2A</u>** **Edit for errors.** **<u>10 LA 5.3.1 A</u>** **Use pictures, words, or symbols to express varied sentence types.** **<u>10 LA 5.3.2 A</u>** **Edit for fluency in writing.** **<u>10 LA 5.4.1 A</u>** **Demonstrate use of pronouns, subject/verb agreement, verb tense, & adjectives in writing simple & compound sentences.** **<u>10 LA 5.4.2 A</u>** **Demonstrate uses of punctuation & capitalization skills.**	The student writes, or produces using AT, three paragraphs, using correct sentence structure, following an editing tool (e.g. editing checklist).	The student writes, or produces using AT, two to three paragraphs, using correct sentence structure, following an editing tool (e.g. editing checklist).	The student writes, or produces using AT, two short paragraphs that demonstrate the use of past and present tense.	Using multiple objects, pictures, symbols, or words, the student generates a statement or a question.

Language Usage ISAT-Alt Extended Content Objective #3
Grades 6, 7, 8, 9 & 10

Content Area: Language Usage (Writing Applications and Writing Components)

Goal 4.2: Acquire expository (informational/research) writing skills.
- **5.1:** Acquire handwriting skills.
- **5.2:** Acquire spelling skills.
- **5.4:** Acquire skills for using conventions.

Objectives 4.2.2: Grade 6
- **4.2.1:** Grades 7 and 8
- **4.2.3:** Grade 10
- **5.1.1, 5.2.1, & 5.4.1:** Grades 6, 7, & 8
- **5.4.2:** Grade 10

Critical Function: Expository, legible, alphabet, upper and lower case, capitalization, format, high frequency words, punctuation

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

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Language Usage ISAT-Alt Extended Content Objective #3
Grades 6, 7, 8, 9 & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 6: Language Obj. 3	**<u>6 LA 4.2.2 A</u>** **Participate in writing brief observations of events or processes.** **<u>6 LA 5.1.1 A</u>** **Write fluently and legibly.** **<u>6 LA 5.2.1 A</u>** **Demonstrate spelling skills with high frequency words.** **<u>6 LA 5.4.1 A</u>** **Demonstrate uses of capitalization skills.**	The student writes, or produces using AT, 20 high frequency words legibly and spells them correctly.	The student writes, or produces using AT, all letters, lower and upper case, of the alphabet legibly.	The student writes, or produces using AT, all letters, lower **or** upper case, of the alphabet legibly.	The student connects the dots on the page using a writing tool, or produces using AT.
Grade 7: Language Obj. 3	**<u>7 LA 4.2.1 A</u>** **Compose texts that identify a sequence of activities or processes.** **<u>7 LA 5.1.1 A</u>** **Write fluently and legibly.** **<u>7 LA 5.2.1 A</u>** **Demonstrate spelling skills with high frequency words and content areas.** **<u>7 LA 5.4.1 A</u>** **Demonstrate uses of capitalization skills.**	Using correct format, capitalization, and spelling, the student writes, or produces using AT, a simple letter. (e.g. to a parent)	The student writes, or produces using AT, 20 high frequency words legibly and spells them correctly.	The student writes, or produces using AT, all letters, lower **and** upper case, of the alphabet legibly.	The student makes, or produces using AT, intersecting lines, independently. (e.g. T or X)

Grade 8: Language Obj. 3	**<u>8 LA 4.2.1 A</u>** **Compose text that identifies a sequence of activities or processes.** **<u>8 LA 5.1.1 A</u>** **Write fluently and legibly.** **<u>8 LA 5.2.1 A</u>** **Demonstrate spelling skills with high frequency words and content area words.** **<u>8 LA 5.4.1 A</u>** **Demonstrate uses of capitalization skills.**	Using correct format, capitalization, spelling and punctuation, the student writes, or produces using AT, a simple letter. (e.g. to a parent)	Using correct format, capitalization, and spelling, the student writes, or produces using AT, a simple letter. (e.g. to a parent)	The student writes, or produces using AT, 20 high frequency words legibly and spells them correctly.	Given a curved line, the student traces over it, or produces using AT.
Grades 9 and 10: Language Obj. 3	**<u>10 LA 4.2.3A</u>** **Write job application.** **<u>10 LA 5.4.2 A</u>** **Demonstrate uses of punctuation and capitalization skills.**	Using correct spelling and punctuation, the student legibly fills out, or produces using AT, a job application.	Using correct format, capitalization, spelling and punctuation, the student writes, or produces using AT, a simple letter. (e.g. to a parent)	Using correct format, capitalization, and spelling, the student writes, or produces using AT, a simple letter. (e.g. to a parent)	The student connects, or produces using AT, the dots to make a curved line.

Science – Grades 5, 7, & 10
(Do NOT assess 9th Grade)

1. Begin by choosing the grade level of the student found on the left side of the rubric.

2. Choose the highest level of complexity possible with the lowest level of supports and highest level of independence.

3. Collect baseline data at the classroom level.

4. Teach the concept.

5. Collect two artifacts per task.

6. Submit into I-PASS by February 28th at midnight.

7. Submit into I-PASS by February 28th at midnight.

Science ISAT-Alt Extended Content Objective #1
Grades 5, 7, & 10

Content Area: Science (Nature of Science)

Goal 1.2: Understand concepts and processes of evidence, models, and explanations.
1.1: Demonstrate understanding of a system.

Note: System Examples –

- **Solar; Planetary, Stars,**
- **Plants Growth, Reproduction,**
- **Human & Animal Systems; Digestive, Respiratory, Circulatory, Reproductive**

Objective 1.2: Grades 5, 7
1.1: Grade 10

Critical Function: Make observations; make predications; collect, record, and display data, analysis data on a system.

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Science ISAT-Alt Extended Content Objective #1
Grades 5, 7, & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 5: Science Obj. 1	**5.NS.1.2.1 A** **Use observations of a system and data to make a prediction.** **Note: System definition; weather, solar, ecosystem, circulatory etc.**	The student records data on a simple graph related to observations, over time (e.g. of a system) **and** makes a prediction based upon the information recorded on the graph.	The student records data related to an observation (e.g. of a system) over a period of time **and** presents the information on a simple graph.	The student selects two representations (e.g. object, photo, picture or icon) that correspond to two actual observations of a system.	The student selects a representation of a system (e.g. object, photo, picture or icon) that corresponds to an actual observation of a system.
Grade 7: Science Obj. 1	**7.NS.1.2.2 A** **Identify observation data to use in defendable inferences.**	The student compares **or** contrasts data collected. (e.g. of a system) giving an explanation about the findings.	The student records data on a simple graph related to observations. (e.g. of a system) and makes a prediction based upon information recorded on the graph.	The student records data related to observations (e.g. of a system) over a period of time and presents the information on a simple graph.	The student selects two representations (e.g. object, photo, picture or icon) that correspond to two actual observations of a system).
Grade 10: Science Obj. 1	**10.NS.1.1.1 A** **Demonstrate understanding of a system.**	The student presents or discusses a comparison of two systems including two to three similarities and differences between those two systems.	The student describes how a system works by labeling, diagramming and charting the elements.	Using icons, sorting, **or** matching, the student discriminates between the characteristics of a system.	The student selects three representations (e.g. object, photo, picture or icon) that correspond to three actual observations of a system.

Science ISAT-Alt Extended Content Objective #2
Grades 5, 7, & 10

Content Area: Science (Physical Science)

Goal 2.1: Understand the Structure and Function of Matter and Molecules and their Interactions.

Objective 2.1: Grades 5. 7
2.4: Grade 10

Critical Function: Recognize state of matter (solids, liquids, and gases), group objects with the same state of matter.

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Science ISAT-Alt Extended Content Objective #2
Grades 5, 7, & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 5: Science Obj. 2	**5.PS.2.1.2 A** **Describe the physical differences among solids, liquids, and gases.**	The student demonstrates an understanding of the characteristics that distinguish a solid, a liquid, and a gas.	The student groups by matching or sorting three different sets of items based on whether they are a solid, a liquid, or a gas.	The student discriminates by matching or sorting two different sets of items based on whether they are a solid, a liquid, or a gas.	The student groups by sorting two different sets of items based upon whether they are a solid, a liquid or a gas.
Grade 7: Science Obj. 2	**7.S.2.1.2 A** **Identify the properties of matter.**	The student demonstrates an understanding of the physical change that occurs when matter changes form. (e.g. from a solid to a liquid or liquid to a gas.)	The student demonstrates an understanding of the characteristics that distinguish a solid, a liquid, and a gas.	The student discriminates by matching three different sets of items with their picture/word cards based on whether they are a solid, a liquid, or a gas.	The student discriminates by sorting three different sets of items based on whether they are a solid, a liquid, or a gas.
Grade 10: Science Obj. 2	**10.S.2.4.4 A** **Identify matter that has basic electrical properties.**	The student demonstrates, through an activity, electrical properties of matter.	The student describes the electrical properties of matter. (e.g. labels, charts)	The student is able to group by matching or sorting three sets of different items based on electrical vs. non-electrical properties.	The student groups by sorting two different sets of items based on electrical vs. non-electrical properties.

Science ISAT-Alt Extended Content Objective #3
Grades 5, 7, & 10

Content Area: Science (Biology)

Goal: 3.3: Understand the cell is the basis of form and function for all living things.

Objective 3.3.2: Grades 5, 10
3.3.4: Grade 7

Critical Function: traits, cell, dominant, recessive, inherit, functions, structure, offspring

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Science ISAT-Alt Extended Content Objective #3
Grades 5, 7, & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 5: Science Obj. 3	**5.B.3.3.2 A Understand traits that are passed from parents to offspring.**	The student identifies observable traits that are passed from human or animal parent to human or animal offspring. (e.g. hair or fur color, eye color, and or physical traits)	The student matches or sorts pictures or photographs of human or animal offspring to the appropriate parent.	The student discriminates between two or more picture cards that show an adult and its offspring. (e.g. human adult & baby or animal adult & baby)	The student sorts representations that correspond to traits of humans or animals (e.g. object, photo, picture, sound or icon) .
Grade 7: Science Obj. 3	**7.B.3.3.4 A Communicate how dominant and recessive traits are inherited.**	The student demonstrates understanding by completing and/or presenting a genealogy chart distinguishing between dominate and recessive genes of humans or animals.	The student identifies observable traits that are passed from human or animal parent to human or animal offspring. (e.g. hair or fur color, eye color, and or physical traits)	The student matches or sorts pictures or photos of human or animal offspring to the appropriate parent.	The student sorts two sets of representations of parents and their offspring. (e.g. object, photo, picture sound or icon)
Grade 10: Science Obj. 3	**10.B.3.3.2 A Identify different functions of particular cell structures.**	The student demonstrates understanding through creation and/or demonstration of a model that explains the functions of more than two cell structures.	The student identifies one or two cell structures and their function by labeling and/or communicating.	The student distinguishes between two cell structures by matching the cell structure with their picture/word card.	The student sots two sets of representations of cell structures. (e.g. object, photo, picture sound or icon)

Science ISAT-Alt Extended Content Objective #4
Grades 5, 7, & 10

Content Area: Science (Earth Science)

Goal 4.1: Understand scientific theories of origin and subsequent changes in the universe and earth systems.

Objective 4.1.1: Grade 5
4.1.2: Grade 7
4.1.3: Grade 10

Critical Function: water cycle, rock cycle, weather, water erosion, wind erosion, organisms, river, ocean

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Science ISAT-Alt Extended Content Objective #4
Grades 5, 7, & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 5: Science Obj. 4	**<u>5.ES.4.1.1 A</u> Identify how the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift) are connected.**	The student presents a type of erosion and explains what has happened over time (water erosion, wind erosion).	The student identifies different types of erosion and what physically happens to the earth over time.	The student indicates the correctness of a sequence of interactions between the earth, oceans and atmosphere.	The student sorts two sets of objects and or picture cards that represent the two types of erosion. (e.g. water erosion and wind erosion)
Grade 7: Science Obj. 4	**<u>7.ES.4.1.2 A</u> Illustrate the water cycle and its relationship to weather and climate.**	The student creates and explains a model of the water cycle and the effect weather plays in the cycle.	The student identifies the components of the water cycle by; naming, charting, labeling. (e.g. water, rain, clouds, snow, river, lake, ocean etc.)	The student demonstrates an understanding of the components of the water cycle through matching picture and word cards. (e.g. water, rain, clouds, snow, river, lake, ocean etc.)	The student sorts two sets of objects and or picture cards that represent two components of the water cycle. (e.g. water, rain, clouds, snow, river, lake, ocean etc.)
Grade 10: Science Obj. 4	**<u>10.ES.4.1.3 A</u> Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time.**	The student describes what happens to the earth over time including the effects of water, erosion, and organisms.	The student identifies the impact on earth exposed over time to water erosion. (e.g. rivers, oceans, rain)	The student presents a type of erosion and explains what has happened over time. (e.g. water erosion, wind erosion)	The student sequences objects, picture and word cards representing a type of erosion before, during and after the process occurs. (e.g. water erosion, wind erosion)

Science ISAT-Alt Extended Content Objective #5
Grades 5, 7, & 10

Content Area: Science (Technology)

Goal 5.1: Understand common environmental quality issues, both natural and human induced.
5.2: Understand the relationship between science and technology.
5.3 Understand the importance of natural resources and the need to manage and conserve them.

Objective 5.2.1: Grade 5
5.3.1: Grade 7
5.1.1: Grade10

Critical Function: Conservation, recycle, renewable resources, non-renewable resources, alternative sources of energy.

Note: Consideration of Assistive Technology (AT) – According to regulations requiring the "consideration of assistive technology", all items should be administered using whatever assistive technology and or augmentative communication device or technique deemed necessary to enable the student to participate. AT may include but is not limited to; writing aides such as pencil grip, brace, raised line paper, computer software such as Dragon Dictate, word prediction, scanning software, switch operated computer software, eye gaze, picture symbols, Intellikeys, alternate keyboards, large print and text to speech. The implementation of AT should be evident in the submission of all tasks for all students with physical disabilities. Please refer to the Assistive Technology Handbook for specifics and access the Idaho Assistive Technology Project at http://idahotc.com/assistive-technology/Home.aspx

Use this space to record; ties to instruction, materials, supports, prompts and assistive technology.

Science ISAT-Alt Extended Content Objective #5
Grades 5, 7, & 10

More Complex ←----------→ Less Complex

	Extended Content Objectives	Complexity Level 4	Complexity Level 3	Complexity Level 2	Complexity Level 1
Grade 5: Science Obj. 5	**5.T.5.2.1 A Demonstrate how science and technology are part of a student's life.**	The student demonstrates an understanding of the differences between renewable and non-renewable resources.	The student identifies objects according to their composition. (e.g. renewable resources such as wood products, & paper products, and non-renewable resources such as plastic and glass)	The student matches objects or pictures of objects and word cards based on their composition. (e.g. wood, plastic, glass)	The student sorts objects, photos/pictures of items based on their composition (e.g. wood, plastic, glass)
Grade 7: Science Obj. 5	**7.T.5.3.1 A Identify an alternative source of energy.**	The student compares and contrasts two alternative sources of energy. (e.g. wind, sun)	The student demonstrates an understanding/identifies the differences between two sources of alternative energy. (e.g. wind, sun)	The student matches objects or pictures/photos and word cards of at least two sources of alternative energy. (e.g. wind, sun)	The student sorts objects or photos/pictures based on a source of alternative energy. (e.g. wind, sun)
Grade 10: Science Obj. 5	**10.T5.1.1 A Identify common environmental issues with water, air quality, or trash.**	The student reports on local/community recycling benefits and describes how recycling can occur in the community.	The student demonstrates an understanding/ identifies differences between renewable and non-renewable resources.	The student matches pictures/photos of objects to word cards by their composition. (e.g. wood, paper, glass, or aluminum products)	The student sorts objects or photos/pictures of three different recyclable objects (e.g. wood, paper, glass or aluminum products)

Appendix A

Alternate Assessment Eligibility/Participation Guidelines Form

Idaho Alternate Assessment Eligibility/Participation Guidelines

Idaho Standards Achievement Tests Alternate (ISAT-Alt)
and
Idaho Reading Indicator Alternate (IRI-Alt)

Student Name _____ Student EDUID _____Date of Birth _____

District _____School _____ Date of Eligibility _____

All students with disabilities are required to participate in statewide assessments in Idaho. In order to establish eligibility for the ISAT-Alt and the IRI-Alt, the IEP Team must respond by checking "AGREE" to **ALL** of the following criteria. The IEP Team documents this decision on the student's current IEP and or includes this form in the IEP files at the school/district level. This form is meant to be used as a guideline and protocol for establishing eligibility so signatures are not required. An IEP Team representative must sign this form verifying that the student qualifies for the ISAT-Alt in any or all designated content areas. **Students who do not meet all of these criteria should participate in the ISAT and IRI with or without accommodations.**

The assessment of students on the ISAT-Alt (intended to be less than 1% of Idaho's students) is based on Idaho's extended content standards, which are extensions of the ***Idaho Content Standards***. Students who participate in the ISAT-Alt are working on the same ***Idaho Content Standards*** as their peers; however, they are working on these standards in less complex ways. Students' performances will be judged based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system.

ISAT-Alt Mathematics, Reading, Language Usage, and Science assessments are submitted as a **portfolio** of content area achievement evidence that teachers collect **over several months**. The evidence of student learning (artifacts) are submitted into the electronic portfolio system called the Individual Portfolio Artifact Submission System (I-PASS) and may consist of video, digital photos, scanned as well as faxed work.

If a decision is made after February 1st to change a student's participation from the ISAT to ISAT-Alt, the student will not participate in the ISAT-Alt until the following school year. The student must take the ISAT with or without accommodations.

IEP TEAM MUST CHECK "AGREE" TO <u>ALL CRITERIA</u> TO ESTABLISH PARTICIPATION

<u>Criterion #1: Evidence of Significant Cognitive Disabilities</u>

Agree__ Disagree__ Student's levels of cognitive skills and adaptive behavior are such that extensive modifications involving accessing the general

education curriculum through the **extended standards** are required.

AND

<u>Criterion #2: Intensity of Instruction</u>

Agree__ Disagree__ Student requires **extensive direct instruction and/or extensive supports** to accomplish the application and transfer of skills to school, home, work, and community environments. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.

AND

<u>Criterion #3: Curricular Outcomes</u>

Agree__ Disagree__ The student requires **extensively modified instruction** focusing on a less complex application of skills in order to access the ***Idaho Content Standards***.

AND

<u>Criterion #4: Exclusions</u>

Agree__ Disagree__ The student's inability to participate in ISAT is **NOT** primarily the result of <u>any</u> of the following:

1. Existence of an IEP;
2. Specific categorical label;
3. Educational placement;
4. English language learner status;
5. Socio-economic or cultural differences;
6. Excessive or extended absences;
7. Disruptive behavior;
8. Student's reading level
9. The expectation that the student will not, or has not performed well on the ISAT, OR
10. Sensory impairment alone (hearing or vision)

PARTICIPATION DECISIONS

The IEP team has agreed that this student will participate in the following alternate assessments.

<u>ISAT-Alt Versus ISAT</u> – The decision for the student to participate in ISAT-Alt in the following content areas was made because

ALL FOUR CRITERIA LISTED ABOVE ARE MET AND CHECKED "AGREE."

__ ISAT - Alt Reading
__ ISAT - Alt Language Usage

__ ISAT - Alt Mathematics
__ ISAT - Alt Science

IRI Alternate (IRI-Alt) Versus the IRI
(IRI-Alt Consists of Either the Core Phonics or the Student Centered Assessment Measure (SAM) – The decision to have the student use either the Core Phonics or the SAM was made because
ALL FOUR CRITERIA LISTED ABOVE ARE MET AND CHECKED "AGREE."

__IRI - Alt
__ Core Phonics in place of IRI
__ SAM in place of IRI

***Note - A Copy of the Participation Guidelines Form Will Not Be included with the Portfolio Artifacts Submitted.**

Participation Options

Eligibility informs participation options, but it does not determine the participation option selected. **Students with disabilities who do not meet ALL of the criteria listed above are NOT eligible for the ISAT-Alt or the IRI-Alt.** They **must** participate in the ISAT, with or without accommodations, as is determined appropriate on the basis of the IEP team decision and the IRI with or without accommodations.

If an **ineligible student participates in ISAT-Alt**, the student's scores will not be counted for participation or performance in NCLB-related accountability determinations at the school, school district, or state levels. The participation of an ineligible student could adversely affect the individual school and district AYP determination.

Furthermore, students who meet the participation requirements for the ISAT-Alt have the **option** of participating in the:

- **ISAT or ISAT with Accommodations in all content areas**
- **ISAT or ISAT with Accommodations in one or more content areas and in the ISAT-Alt in the remaining content areas**
- **ISAT-Alt in all content areas**
- **IRI**
- **IRI-Alt**

Appendix B:

Family Notification Letters
English and Spanish

Appendix B: Family Notification (English)

Family Notification

Idaho Standards Achievement Tests Alternate

(ISAT-Alt)

Dear Families.

Overview of the ISAT- Alt

All Idaho students are required to participate fully in the Idaho State assessment system. Various federal and state statutes and regulations exist that require all students to be assessed to ensure that all students receive an appropriate public education. The Individuals with Disabilities Education Act of 1997 was reinforced in the No Child Left Behind Act of 2001 (NCLB) in requiring statewide assessment of all students. Idaho currently assesses students on the ISAT and ISAT-Alt in grades 3-10 in: Reading, Language Usage and Mathematics as well as grades 5, 7, and 10 in Science.

All students with disabilities must be assessed on one of two assessments available in Idaho: the Idaho Standards Achievement Tests (ISAT) with or without accommodations or the ISAT Alternate (ISAT-Alt).

The ISAT-Alt is designed to assess students with the most significant cognitive disabilities who meet very specific guidelines. The ISAT-Alt is aligned to measure the Idaho Content Standards.

The Individualized Education Program (IEP) team determines how the student participates. The IEP team decides, for each content area, whether the student takes the ISAT without accommodations, the ISAT with accommodations or the ISAT-Alt.

The ISAT-Alt is a portfolio assessment for which evidence of learning is collected in each of the four content areas to demonstrate student learning of the state content standards. If you have any questions don't hesitate to contact your child's teacher.

Sincerely,

Available for download at: http://idahotc.com/alternate-assessment/Documents.aspx

Appendix B: Family Notification (Spanish)

Notificación a familias

Examen de rendimiento estándar alternativo de Idaho

(ISAT-Alt, por sus siglas en inglés)

Estimados padres/tutores legales.

Visión general de ISAT- Alt

Todos los estudiantes de Idaho deben participar completamente en el sistema de evaluación del estado de Idaho. Existen varios estatutos federales y estatales que requieren que todos los estudiantes sean evaluados para asegurar que todos ellos reciben una educación pública apropiada. La Ley para la educación de individuos con discapacidades de 1997 fue respaldada por la Ley Que ningún niño se quede atrás de 2001 (NCLB, por sus siglas en inglés) para exigir la evaluación de todos los estudiantes a nivel estatal. En la actualidad, Idaho evalúa estudiantes de cursos 3-10 con ISAT y ISAT-Alt en: Lectura, Uso del lenguaje y Matemáticas, así como de cursos 5, 7 y 10 en Ciencias.

Todos los estudiantes con discapacidades deben ser evaluados con una de dos evaluaciones disponibles en Idaho: el Examen de rendimiento estándar de Idaho (ISAT) con o sin acomodamiento o el ISAT alternativo (ISAT-Alt)

El ISAT-Alt está diseñado para evaluar estudiantes con las discapacidades cognitivas más significativas y que cumplen con pautas muy específicas. El ISAT-Alt está alineado para medir las Normas de contenido de Idaho.

El equipo del Programa Educativo Individual (IEP, por sus siglas en inglés) determina de qué manera participa el estudiante. El equipo de IEP decide, para cada área de contenido, si el estudiante toma el ISAT sin acomodamiento, el ISAT con acomodamiento o el ISAT-Alt.

El ISAT-Alt es una evaluación de la carpeta de trabajos para la que se recopilan pruebas de aprendizaje en cada una de las cuatro áreas de contenido con el fin de demostrar el aprendizaje del estudiante de las normas de contenido estatales. Si tiene alguna pregunta no dude en ponerse en contacto con el/la maestro/a de su hijo/a.

Atentamente,

Available for download at: http://idahotc.com/alternate-assessment/Documents.aspx